NEA-Backed Vocational Aid Bill Passes (See Story On Page 3)

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Professional Negotiations in Denver Succeed, Bring Additional Teachers' Salary Increases

$5,600 MORE FOR THE PRINCE EDWARD FREE SCHOOLS: State and local education associations, as well as the NEA, have contributed to efforts to establish and maintain the free schools of Prince Edward County, Virginia, this year. Contributions estimated at $850,000 have already been raised toward the goal of $1 million. On December 18, at a luncheon in NEA Center, the District of Columbia Education Association contributed $5,600 for the Prince Edward schools. **Dorothy M. Lewis** (center above), DCEA president, presented a check for that amount to **Neil V. Sullivan,** superintendent of the Prince Edward Free Schools. The first contribution to the free schools—$2,000—was made by NEA Center staff members. Also on hand at the luncheon were **William vanden Heuvel,** special assistant to the U.S. Attorney General (second from right); **NEA President Robert H. Wyatt** (left); **DCEA Executive Secretary Helen E. Samuel** (second from left; and **NEA Executive Secretary William G. Carr** (right). Speaking of the Prince Edward schools, Superintendent Sullivan told NEA staff members: "I wouldn't be anywhere else. I consider this the most important spot in American education today." He reported that the 1,600 children in the Prince Edward Free Schools were being taught in ungraded classrooms with much fine equipment. Mr. vanden Heuval described the Prince Edward Free Schools as "public in the very finest sense of the word, because they belong to the country." He thanked NEA for its part in supporting the Free Schools. "They have succeeded because so many of you have helped them succeed," Mr. vanden Heuval said. Purcell photo, Nat'l Ed. Ass'n.

'64-'65 Schedule Boosts Maximum To Over $10,000

Professional negotiations in Denver have led successfully to additional salary increases for teachers. The Denver board of education on December 11 adopted a 1964-65 salary schedule recommended by the Denver Classroom Teachers Association which gives teachers increases ranging from $200 to $715.

The salary increases come on top of salary gains of $450 to $725 already in effect this year and push Denver's top teachers' salary to more than $10,000.

NEA's special assistant for urban affairs, Allan M. West, described the settlement as "eloquent testimony to the effectiveness of DCTA's leadership and to the efficacy of the professional approach to the solution of school problems." He wired congratulations to DCTA President Ronald Carlson and DCTA Executive Secretary Betty Jean Lee on December 12.

DCTA was recognized last February as the exclusive negotiating group for all Denver teachers. At that time a professional negotiation procedure was adopted by the association and the school board. The salary schedule approval marks the successful conclusion of the first attempt at using the new procedure in Denver.

In addition to okaying the salary schedule, the Denver board approved a DCTA report which includes a statement on basic principles and philosophy in developing salary schedules and

For details on the Denver statement of principles, see page 8.

which provides for a job analysis and for three joint studies during this school year. The studies will deal with criteria for payment for assignments outside school hours, with incentives for in-service growth and advanced preparation, and with the principles involved and the data needed for developing salary schedules.

The 1964-65 negotiated salary schedule provides higher minimums, higher maximums, immediate recognition of the master's degree, increased increments at the tenth step and beyond, and greater increases in the maximum than in the minimum levels.

The schedule provides for an A.B. minimum of $5,100, an A.M. minimum of $5,325, for two increments of $225, then three increments of $250, three of $275, and four of $300.

Maximums for the A.B. degree

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West Milwaukee Teachers Continue Push for Election, Blocked Pay Hike

Professional teachers in West Allis-West Milwaukee, Wisconsin, are continuing to press for representation. The West Allis-West Milwaukee Teachers Association, which represents an overwhelming majority of the 500 local teachers, was named as a qualified representative for the teachers by the Wisconsin Employment Relations Board in November. Since then, the local association has sought legal counsel to determine how quickly it would have the right to negotiate for the teachers.

"The small minority teachers union has never sought to be the negotiating agent nor has it asked for an election, which is permitted under Wisconisn law," points out Kenneth Grove, president of the local association. "The reason it hasn't made such a request is that it knows that it cannot win an election. Instead it has used every device to block a free election and has placed in jeopardy a four percent salary increase won by the professional association.

"Our association will continue its drive for an election until the matter of which organization is preferred as the spokesman for the teachers of West Allis-West Milwaukee is settled. We qualified under the regulations of the WERB in the first instance and will continue to do so under the new interpretation.

"We want to put an end to, once and for all, the 'dog in the manger' delaying tactics of the Federation which represents only a small minority of the teachers in our school system," Mr. Grove added.

Donations Still Needed To Support Free Schools In Prince Edward County

Although contributions to the Prince Edward (Virginia) Free Schools have hit about $850,000 (see photo above), more donations are needed. The Prince Edward schools serve 1,600 students deprived of education since 1959. Contributions should be sent to the Prince Edward Free Schools, Box 2000, Washington, D.C.

NEA Begins New Efforts To Up Salaries Of 7,000 Teachers in Overseas Schools

Executive Secretaries In All States Asked To Write to Congress

NEA has begun strenuous efforts to remove a phrase from this year's U.S. Defense Department appropriation act in order to permit salary increases for the 7,000 American teachers in overseas dependents schools. The offensive phrase limits per-pupil expenditures for overseas schools to $285 a year. The corresponding average for the United States in the current school year is $320.

As one step in the efforts to remove the phrase, NEA Executive Secretary William G. Carr sent letters on January 6 to the executive secretaries of all NEA-affiliated state education associations. The letters ask the executive secretaries to write to their Senators and Congressmen to urge repeal of the limiting provision in the appropriation act.

"If this limitation is removed," Dr. Carr's letter points out, "the Defense Department could no longer use the excuse that it is restricted to this figure, that money is not available to pay the teachers what Public Law 86-91 and Department of Defense Wage Board regulations have promised them."

Overseas teachers' salaries average $4,720 this year against a national average for the United States of $5,963. Overseas teachers gained only a $100 increase this year, the first raise in three years. Some of the teachers are so indignant at the small increase that they are mailing the $100 in driblets back to Defense Secretary Robert S. McNamara.

NEA will continue to use "every possible approach" to get the Defense Department to meet its commitment, Dr. Carr's letter says. If there is no legislative action to remedy the situation, "it would appear that NEA would be called upon to impose sanctions against the overseas schools."

NEW AASA CHIEF HELPS WITH BALLOT COUNTING: American Association of School Administrators' new executive secretary, **Forrest E. Conner** (center), joins with AASA's Board of Tellers in counting ballots in the Association's primary election. Members of the Board of Tellers are **K. P. Walker** (left), superintendent of schools, Jackson, Mississippi; **Ralph A. Eaton** (standing), superintendent, Addison Central School District, Middlebury, Vermont; and **E. C. Funderburk,** board chairman, division superintendent, Fairfax (Virginia) County Schools. When the final election was held and the ballots counted this month, **George B. Brain,** superintendent of schools, Baltimore, had been chosen as AASA president-elect. He will become president in March 1965. Also elected were **James E. Pease,** La Grange Park, Illinois, as vice-president, and **Arnold W. Salisbury,** Cedar Rapids, Iowa, as a member of the AASA Executive Committee.

Policies Commission Statement Given Front-Page Treatment

The Educational Policies Commission statement on "Universal Opportunity for Education Beyond the High School," which urges free public education for two years beyond high school, was given front-page news treatment by dozens of American newspapers early this month. An abridgement of the EPC statement appears in the January *NEA Journal.*

NEA Social Studies Council Pledges To Teach Meaning of Man's Dignity

The National Council for the Social Studies, NEA, in a resolution passed on the eve of the group's 43rd annual meeting November 27-30 in Los Angeles, pledged its efforts to "teach the meaning of the dignity of man—his rights as an individual and his responsibilities as a citizen."

The resolution, passed by the NCSS Board of Directors and its House of Delegates, voiced the Council's "shame at the insensate act of violence" which took the life of President John F. Kennedy. It called upon the American people to condemn such acts and rededicate themselves in the education of our nation's youth. The resolution further deplored the fact that the "shame is compounded by the slaying of the accused assassin before he could be brought to the bar of justice.

"As teachers of the social studies," the delegates continued in their resolution, "we know that the binding force that unites us as a nation and makes civilized life possible is respect for the dignity of the individual and faith in the rule of law."

About 3,000 teachers and administrators attended the four-day NCSS convention for which the theme was "The Dignity of Man: Perspectives for Tomorrow."

One of the major speakers, Ralph McGill, publisher of the *Atlanta Constitution,* observed that ". . . on Thanksgiving Day in 1963 we could be thankful that we are better if painfully and dismayingly acquainted with the reality of our national life. We know that hatred and calumny from left and right have poisoned it. We know that we must strengthen our commitment to our institutions, the processes of law, and lawful citizenship."

Another major speaker, John Hope Franklin, chairman of the history department at Brooklyn (N.Y.) College, also stressed that we must eliminate the conditions that breed hatred and bigotry in our national life.

CLASSROOM TEACHERS IN EARNEST DISCUSSION: Five discussion group leaders reporting the conclusions of their groups at the Classroom Teachers National Study Conference on the New Teacher and the Professional Association are (left to right): **Betty P. West,** Washington, D.C.; **Donald L. Carothers,** Downers Grove, Ill.; **Zelma Foote,** Applegate, Oreg.; **Robert F. Peterson,** Colorado Springs, Colo.; and **Florence Weiland,** Nashville, Tenn. The study conference was held at NEA Center in late November by the NEA Department of Classroom Teachers.

Connecticut Sanctions Against Waterbury Postponed by Appeal

The Connecticut Education Association announced on December 30 that it was postponing implementation of a sanction on the City of Waterbury, Connecticut. The CEA said on December 19 that the sanction would be invoked on January 1 unless funds slashed from the 1964 education budget in Waterbury were restored in accordance with requests by the city's board of education and the Waterbury Teachers Association.

The postponement—to January 15—was agreed to after the mayor-elect of Waterbury appealed to the CEA for additional time in which to seek funds for the schools.

A meeting of the newly elected mayor and the school board took place January 6. At that meeting, a revised school budget of $7,143,000 was discussed—a sum that would provide an $800 salary increase for teachers at the maximum and apparently meet the need for continuing adequate education for Waterbury's children.

Implementation of the sanction would involve declaration by the CEA Board of Directors that until corrective action is taken in Waterbury, the CEA will consider it a violation of professional ethics for any teacher to seek employment in the city. This would mean that any teacher not presently working in Waterbury who accepted employment there would become liable to expulsion from CEA membership, if he were a member, or would be subject to denial of membership, if he were not a member.

In addition, notice of the sanction would be immediately transmitted to the NEA with a formal request from the CEA Board of Directors that NEA give prompt consideration to further appropriate action at the national level.

The sanction action was planned "because of the refusal of the incumbent city authorities to approve sufficient funds to correct serious and long-standing deficiencies in the Waterbury school system," said Frank A. Formica, CEA president. "Despite the strongest support from civic and community groups throughout the city for the full 1964 budget requested by the board of education, the outgoing Waterbury administration has reduced school funds so drastically that, unless further appropriations are forthcoming, it will be impossible to maintain an adequate school program for the children of Waterbury," he explained.

Cleveland Gets Loan For Retirement Home

The federal government has approved a $1,625,000 loan to the Cleveland Education Association for construction of a 130-suite apartment home for retired teachers. The approval came December 20; groundbreaking ceremonies are scheduled for April 1 in Parma Heights, a Cleveland suburb. The first retired teachers may move in next year, according to George S. Womer, CEA executive secretary.

In addition to the 130 suites, the apartment home will contain a library, a craft and hobby room, central parlors, a dispensary, and a dining room. Womer estimates that rents will range from $84 to $128, including all utilities and use of all facilities.

Vocational Education Bill Supported by NEA Approved by Congress, Signed by President

A PEN FROM THE PRESIDENT: When **President Johnson** signed the Vocational Education bill on December 18, he invited NEA representatives to attend the ceremony. The President gave one of the pens used in the signing to **NEA Executive Secretary William G. Carr** (left). **NEA President Robert H. Wyatt** (second from left) also received one of the pens from Mr. Johnson. The signing took place in the President's White House office. Finnigan photo

New Legislation Also Extends, Expands NDEA, Impacted Aid

On December 12, the U.S. House of Representatives, by a 301-65 roll call vote, and on December 13 the U.S. Senate, by an 82-4 roll call vote, adopted the conference report on HR 4955, an NEA-backed measure enlarging the scope of vocational education programs and expanding and extending until June 30, 1965, the National Defense Education Act (NDEA) and the "impacted areas" legislation. On December 18, President Lyndon B. Johnson signed the measure into law as P.L. 88-210.

The bill's vocational aid features alone represent a great advance in that they are designed to expand vocational programs which can, for example, ready persons for jobs in the demanding technologies of modern industry.

New Authorizations

New authorizations totaled $921,000,000, as follows: $581 million in 50-50 matching grants to the states for expanded vocational education programs in fiscal 1964-67; $150 million in fiscal 1965-68 for work-study programs and residential schools with limited state matching of work-study; $170 million in fiscal 1964 and 1965 for increased low-interest NDEA loans; and $20 million for fiscal 1964 and 1965 for increased funds for guidance, counseling, and testing programs. In addition, it is estimated that the impacted areas extension would provide $417,946,000 to 315 Congressional districts in fiscal 1964.

Conference Actions

The final legislation was a compromise between the House version, which only expanded existing vocational education programs, and the more complex Senate bill, but included modified versions of all the programs added by the Senate: the NDEA and impacted areas extensions, and the new residential schools and work-study programs. The first two were requested in the Administration's omnibus education bill, S 580 - HR 3000, and the last two in President Kennedy's June 19 civil rights message.

HR 4955 was tied up in conference from October 29 to December 10 over several controversial issues. At the next to the last meeting, conferees were reportedly "chasms apart." Reportedly President Johnson was then influential in persuading the conferees to settle their differences before adjournment for Christmas-New Years.

One of the provisions in disagreement was the formula by which the vocational education funds should be distributed among the states. The House had provided for allocation of funds on a straight population basis, whereas the Senate had taken into consideration the per capita income of the states, thus providing more funds for the poorer states.

The conferees accepted the Senate version, with the stipulation that no state receive more than one and a half times as much as any other. *(See table on page 5 for state by state distribution of funds.)*

Major Provisions of New Law Outlined

Public Law 88-210 authorizes a new permanent program with appropriations for state vocational education programs amounting to $60 million for fiscal year 1964, $118.5 million for fiscal year 1965, $177.5 million for fiscal year 1966, and $225 million for subsequent fiscal years. Funds would be allotted among the states on the basis of population groups and a per capita income factor (equalization). The new funds may be expended for state and local vocational education programs without categorical limitation under a broadened definition of vocational education to fit individuals for gainful employment, embracing all occupations, including business and office occupations not now covered under existing law.

The new law requires the state administering agency to periodically review vocational education programs in the light of current and projected manpower needs and job opportunities and emphasizes the need for cooperation between state vocational agencies and public employment offices.

The law authorizes vocational education programs for persons in high school, for those out of high school available for full-time study, for persons who are unemployed or underemployed, and for persons who have academic or socioeconomic handicaps that prevent them from succeeding in regular vocational education programs.

Improvement of Quality

Contributing to the improvement of quality in vocational education programs are the provisions in the new law which authorize expenditure of funds for in-service teacher training, program evaluation, special demonstration on experimental programs, development of instructional materials, and state administration leadership. Ten percent of each year's appropriation is reserved for grants by the Commissioner of Education for research and demonstration projects in vocational education.

The legislation provides for an experimental four-year program for residential vocational education schools and payments for student work-study programs.

The legislation requires that state and local expenditures continue at the current level of support for vocational education but does not require a state to match the new federal funds for program operation in fiscal year 1964. For subsequent fiscal years matching on a 50-50 basis is required. In addition, states must assure that federal funds complement but do not replace local and state funds.

Transfer of Funds To Assure Program Flexibility

To assure that federal funds may be used in the state and local vocational education programs to meet actual manpower needs and job opportunities, the law authorizes a state to transfer funds allotted under George-Barden and Smith-Hughes from one category to another or to any occupational training covered by the new authority.

The new law eliminates the "farm practice requirement" and broadens the definition of vocational agriculture in the Smith-Hughes and George-Barden Acts so as to permit federal funds to be expended in agricultural training programs for occupations related to agriculture in which a knowledge and skill of agricultural subjects are involved.

Moreover, home economics training under existing law is now limited to preparation for work in the home. The new law permits the use of George-Barden and Smith-Hughes money in the home economics category for home economics training not directed to home activity but involving homemaking skills for which there are employment opportunities.

Area Vocational Schools

The area technical education program, authorized by Title VIII of the National Defense Education Act, is made permanent with the present $15 million authorization. In addition to extending this authority, the new law permits the states to expend new funds for the construction of area school facilities. Although matching of federal funds is not required in fiscal year 1964, federal funds spent in that year for area school construction purposes would be matched on a 50-50 basis.

Because of the national urgency for area school training opportunities for out-of-school youths and adults, the report further requires that at least 33-1/3 percent of the new federal allotment be expended for the construction of such facilities or for the cost of operating programs of instruction for this type of student.

Periodic Analysis of Training

The new law requires the state administering agency to periodically evaluate vocational education programs in the light of "current manpower needs and job opportunities." An Advisory

(See MAJOR PROVISIONS, page 5, column 3)

$1.2 Billion Higher Education Aid Bill Passes; Johnson Labels Session 'Education Congress'

New Legislation Called 'Bricks and Mortar Bill' Because It Provides Matching Grants, Loans For Building of College Classrooms, Libraries

Passage by Congress of the $1.2 billion aid to higher education bill which was signed by President Johnson on December 16 evoked the statement from the President that "this session of Congress will go down in history as the 'education Congress' of 1963."

The Higher Education Facilities Act, commonly referred to as "the bricks and mortar bill," provides matching grants and loans for the construction of college classrooms.

Among the seven national professional organizations of higher education invited to the White House for the signing of the measure was NEA's Association for Higher Education. All seven of the organizations had supported the legislation.

Under the provisions of the act (Public Law 88-204), grants for undergraduate academic facilities will go to public and nonprofit private institutions of higher education for construction of buildings for natural or physical sciences, engineering, mathematics, and modern foreign languages, and libraries. Specifically excluded are any facilities to be used for sectarian instruction or religious worship. This exclusion applies to all funds authorized by the act.

Public community colleges come in for 22 percent of the total grant funds available for undergraduate facilities.

Grants for graduate academic facilities provide for the improvement or establishment of graduate schools and cooperative graduate centers.

Two Precedents

This legislation establishes two important precedents. For the first time, general federal aid is granted to education without specifying its use for a special category or a qualifying national purpose—in one case, for the construction of community colleges and technical institutes, for publicly supported institutions only. In the second precedent-making case, funds for construction of graduate academic facilities will be available to both publicly and privately supported institutions.

The amount authorized for loans, also unrestricted as to purpose and available to private as well as public institutions, will total $120 million over the next three years.

Constitutionality Questioned

During the debate on this legislation in both the Senate and the House, the issue of federal aid to church-supported institutions became one of the major points of difference. The position of the NEA has been that the question of the constitutionality of public funds for private institutions should be decided in the courts.

A specific judicial review amendment which would have permitted an individual to bring suit was defeated; however, an opinion by the U.S. Attorney General's office states that the act, as written, allows for the filing of a suit by an institution. Other competent constitutional authorities agree. Among other bases for this opinion, experts underline the importance of the provision of the Higher Education Facilities Act in which state education agencies will determine the distribution of funds from a limited state quota. (See page 5 for table showing breakdown by state.)

Johnson, Others Urge Aid for Elementary, Secondary Education

When President Johnson commented on the new higher education act on December 16, he emphasized that, although this act signifies a major advance, the job of federal aid to other levels of education is unfinished business and Congress must take "early positive action on . . . those programs which will assist elementary and secondary schools."

Similarly, Logan Wilson, president of the American Council on Education, reaffirmed the policy of the ACE: "belief in the need to strengthen education at all levels—elementary, secondary, and higher."

President H. T. Morse of NEA's Association for Higher Education called the act "a significant forward step for higher education." He likewise urged that "Congress take effective action to provide federal support for public elementary and secondary schools."

A statement by President Elmer Ellis of the Association of State Universities and Land-Grant Colleges called the act "a landmark in education." He also called "attention to the great needs of our elementary and secondary schools—important unfinished business."

The allotment formula for distributing grant funds to each state's public community colleges and technical institutes is based on per capita income and the number of high school graduates in the state. For all other undergraduate institutions, grants will be made according to each state's number of students enrolled in institutions of higher education as compared to the total number in all states, and the number of students in grades nine through twelve as compared to the number of students in these four grades in schools in all the states.

Limit on Loans

Loans will be made by the U.S. Commissioner of Education, with a limit of not more than 12½ percent to be designated for any one state.

The administration of the program will be the responsibility of an agency in each state "which is broadly representative of the public and of institutions of higher education (including junior colleges and technical institutes)."

A team from the U.S. Office of Education, headed by Commissioner Francis Keppel, will explain the legislation and outline administrative procedures to all college and university presidents, state governors, and chief state school officers at five regional meetings this month.

$1.2 BILLION FOR HIGHER EDUCATION: When the Higher Education Facilities Act was ready for signing on December 16, **President Johnson** invited representatives of interested organizations to take part in the ceremonies. Here **Donald E. Dego,** dean of Montgomery College, Takoma Park, Maryland, and president of the American Association of Junior Colleges, receives a pen and a handshake from the President. **G. Kerry Smith,** executive secretary of NEA's Association for Higher Education, is at the extreme left of the photo. Finnigan Photo

NEA Legislative Chairman Calls for Substantial Aid for Public Education

"The first session of the 88th Congress—the longest session since the Korean War—was marked by several landmark achievements in education and by a few disappointments also," Reba I. Anderson, chairman of the NEA Legislative Commission, told the NEA REPORTER as Congress reconvened on January 7.

Miss Anderson, a teacher at Hutchinson Junior College, Hutchinson, Kansas, noted that several bills backed by the National Education Association were enacted into law in 1963 and that the chances for passage of others in the Congressional session just beginning are excellent. "Despite pessimistic forecasts by some," said Miss Anderson, "1963 brought several federal aid to education triumphs. Congress, in fact, took several giant strides forward in education, training, and related legislation."

Particularly significant among NEA-backed bills passed by Congress and signed into law in 1963, Miss Anderson stated, were: a $1.5 billion measure for vocational education programs, extension and expansion of the NDEA and assistance to federally impacted areas; a $527 million expansion of the manpower development and training program; requirement for equal pay for women and men employed in essentially the same work; continuation and expansion of the Peace Corps; and a program to train teachers to care for retarded children.

Miss Anderson pointed out that Congress had provided higher education aid of $1.2 billion for construction of academic facilities at public and private colleges and universities, in addition to a $236.4 million program to construct and rehabilitate teaching facilities for physicians, dentists and others, and provide loans to students in the medical professions.

"What remains," the Legislative Chairman said, *"is the most important educational problem—to provide substantial federal financial assistance for the nation's public elementary and secondary schools. The superstructure has been strengthened; the foundation must now be correspondingly enlarged."*

(For an indication of the scope of the NEA's legislative program at the present time, see table of major education-related bills on page 5.)

Telegram to Johnson Stresses Elementary, Secondary School Aid

President Johnson signed the Higher Education Facilities Act of 1963 on December 16. The following day this telegram was sent to the President:

The National Education Association is gratified by your statement of December 16 at the signing of the Higher Education Facilities Act of 1963. We are pleased that you chose this occasion to urge the Congress to act early on "programs which will assist elementary and secondary schools."

I can assure you that the Association will support you wholeheartedly in every effort to secure legislation to meet the urgent needs of American public elementary and secondary education.

The telegram was signed by William G. Carr, executive secretary, NEA.

BOOKS USA Sends Paperbacks Overseas

An organization has been set up to send packets of paperback books to readers abroad. Called BOOKS USA, the nonprofit organization has as its aim sending books overseas to nourish minds, just as CARE has sent food overseas to nourish bodies. A number of distinguished Americans, including NEA Executive Secretary William G. Carr, serve on the board of directors of BOOKS USA.

BOOKS USA sends a packet of books overseas in the name of each individual who sends a $4 contribution to BOOKS USA, P.O. Box 1960, Washington, D. C. 20001. An information brochure is available from the same address.

Major Education, Training, Related Bills in Congress

Abbreviations: C—In Committee or Subcommittee; R—Reported; P—Passed; S—Signed by President.

	House	Senate	President
• Civil Rights Act of 1963. Bars discrimination in schools, public accommodations, employment and voting. (HR 7152; S 1731)	R	C	
• National Service Corps (domestic Peace Corps). To strengthen community service programs. (HR 5625; S 1321)	C	P	
• Equal Pay for Women. (PL 88-38) Requires employers subject to Fair Labor Standards Act to pay equal wages for equal work, regardless of the sex of the workers.	P	P	S
• Youth Employment Act. Establishes a Youth Conservation Corps and local programs to train jobless youths. (S 1; HR 5131)	R	P	
• Higher Education Facilities Act. (PL 88-204) Authorizes $1.2 billion for a three-year program of grants and loans for construction at colleges and universities.	P	P	S
• Health Professions Assistance Act. (PL 88-129) Authorizes $236.4 million to construct and rehabilitate teaching facilities for physicians, dentists, and others, and to provide loans to students in medical professions.	P	P	S
• HR 3846; S 859. Provides for a land and water conservation fund to finance planning, acquisition, and development of state and federal outdoor recreational facilities.	R	C	
• Migrant Labor. (S 521) Authorizes federal aid to the states for educating the children of migratory workers.	C	P	
• Aid to Public Libraries. (HR 4979; S 2265) Amends 1956 Library Services Act to extend federal public library assistance to urban (as well as rural) areas and to provide for a new program of matching library construction grants.	R	P	
• Vocational Education Act. (PL 88-210) Authorizes $1.5 billion to enlarge vocational education programs, expand and extend the National Defense Education Act, and continue aid to schools in federally impacted areas.	P	P	S
• Mental Retardation Facilities and Community Mental Health Centers Construction Act. (PL 88-164) Provides for a program of matching grants to build mental retardation facilities and community mental health centers and to train teachers to care for retarded children.	P	P	S
• Manpower Development and Training Amendments. (PL 88-214) Expands youth training programs and provides basic education courses for jobless illiterates seeking training. Extends MDTA through fiscal 1966 and postpones for one year a requirement for matching funds by the states.	P	P	S
• Civil Defense (HR 8200) Provides $175 million in grants for construction of fallout shelters in public and nonprofit institutions (including schools) and $15.6 million for shelters in new and existing federal buildings.	P	C	
• "Cold War GI Bill." (S 5) Provides education benefits, to veterans who served in the Armed Forces between Jan. 31, 1955, and July 1, 1967. Estimated to cost $1.5 billion over five years and finance the education of more than a million former servicemen.		R	
• Education Aid to Children of Disabled Veterans. (HR 221) Extends college-level education benefits to children of veterans totally and permanently disabled as a result of service-connected injuries. (Under 1956 War Orphans' Educational Assistance Act such benefits are now available to children of veterans who died as a result of service-connected injuries.)	P	P	
• Juvenile Delinquency Control. (S 1967; HR 8790) Extends for three years 1961 Juvenile Delinquency and Youth Control Act, which expired June 30, 1963.	C	P	
• General School Aid. (Title IV-A, S 580; Title IV-A, HR 3000) Authorizes a $1.5 billion, four-year program of aid to states for urgent improvements in elementary and secondary education, including aid for teachers' salaries, classroom construction, and pilot projects to meet special educational problems.	C	C	

AASA President's Home System in Colorado Adopts Professional Negotiation Procedures

The Boulder Valley, Colorado, board of education on December 16 adopted a statement of procedures for negotiation recognizing "the professional organization, of which a majority of certified personnel are members," as the negotiating agent for all certificated personnel in the district.

The statement was the work of a 15-man committee on negotiation procedures composed of eight teachers, four noncertificated personnel, two board members, and the superintendent.

The superintendent of the Boulder Valley schools is Natt B. Burbank, also president this year of the American Association of School Administrators. During Dr. Burbank's term as AASA president this year, the association published a statement on "Roles, Responsibilities, Relationship of the School Board, Superintendent, and Staff." Among the beliefs in the statement is the following: "We believe that shared responsibility in policy development is a professional concept. It assumes a commonality of goals and interests among teachers, school boards, and administrators."

MAJOR PROVISIONS OF NEW LEGISLATION

(continued from page 3, column 3)

Committee is established to advise the Commissioner with respect to policies in the administration of the vocational education program so that independent judgment will be brought to bear upon the great need of relating the program to actual training requirements.

The legislation requires the Secretary to appoint a National Advisory Council during 1966 for the purpose of reviewing the administering of the vocational education programs aided with federal funds and to make recommendations regarding their improvement for transmission to the Congress not later than January 1, 1968. This coincides with the time that the federal funds reach a plateau under the law.

NDEA Extension

The new legislation extends the National Defense Education Act and amends it to:

(a) Increase authorizations for the Student Loan Program (Title II): 1964—$125 million; 1965—$135 million; (b) raise the institutional ceiling in the Student Loan Program (Title II) from $250,000 to $800,000. (c) extend the teacher forgiveness provision of the Student Loan Program to teachers serving in American Government schools abroad; (d) include American Samoa for participation in the program.

(e) Extend the moratorium on loan interest and repayments to students studying in universities abroad; (f) provide for the reallotment of funds among the states and the cancellation of the "carry over" provision in Title III (science, math, and foreign language equipment); (g) include test grading equipment and audiovisual materials in the equipment eligible for support under Title III; (h) permit the reawarding of vacated fellowships under the Graduate Fellowship Program (Title IV).

(i) Place the cost-of-education allowance to institutions in the Graduate Fellowship Program (Title IV) on a flat-grant basis of $2,500 per year; (j) extend guidance services to the schools (Title V-A) to include the 7th and 8th grades and increase the annual authorization by $2.5 million to a total of $17.5 million; (k) extend the guidance institutes program (Title VI) to include 7th and 8th grade counselors; (l) broaden the Language Development Title (Title VI) to include teachers engaged in teaching English as a second language.

Extension of Public Laws 815 and 874

Extended for two years, until June 30, 1965, are temporary sections of PL 81-815 and PL 81-874 providing 50 percent of the local share of the cost of educating children whose parents live or work on federal property and providing payments to local school agencies where sudden increases in federal contract activities increased school attendance by at least 5 percent. July 1, 1963, was set as the effective date of the extension.

Distribution of Funds and Grants by States

State	Estimated Vocational Education Distribution of Funds for PL 88-210[1] State Amount 1964	State Amount 1965	State Amount 1966	State Amount 1967	Grants for Construction of Academic Facilities under the Higher Education Facilities Act (PL 88-204) Grants for undergraduate facilities[2]	Grants for public community college & technical institute facilities[3]	Total grants for academic facilities[4]
U.S. & Outlying Parts	$54,000,000	$106,650,000	$159,750,000	$202,500,000	$179,400,000	$50,600,000	$230,000,000
50 States, D.C.	52,906,612	104,492,582	156,518,423	$198,403,635	177,806,767	50,076,795	227,883,562
Alabama	1,268,414	2,505,166	3,752,464	4,756,645	3,059,384	1,190,078	4,249,462
Alaska	63,180	124,783	186,911	236,930	117,676	24,866	142,542
Arizona	438,040	865,145	1,295,892	1,642,680	1,487,885	336,904	1,824,789
Arkansas	669,939	1,323,155	1,981,941	2,512,320	1,737,149	702,086	2,439,235
California	3,654,428	7,217,634	10,811,226	13,704,370	17,264,396	3,387,075	20,651,471
Colorado	505,768	998,910	1,496,258	1,896,665	2,115,980	452,672	2,568,652
Connecticut	558,543	1,103,143	1,652,387	2,094,575	2,458,054	539,620	2,997,674
Delaware	100,897	199,275	298,492	378,370	365,510	76,818	442,328
Florida	1,556,079	3,073,316	4,603,490	5,835,410	4,003,673	1,191,920	5,195,593
Georgia	1,546,666	3,054,725	4,575,642	5,800,110	3,337,710	1,225,291	4,563,001
Hawaii	212,849	420,385	629,691	798,200	644,303	206,834	851,137
Idaho	247,058	487,949	730,894	926,485	751,565	271,246	1,022,811
Illinois	2,312,227	4,566,737	6,840,472	8,671,020	9,347,718	2,270,835	11,618,553
Indiana	1,407,891	2,780,639	4,165,093	5,279,695	4,859,785	1,389,599	6,249,384
Iowa	857,805	1,694,197	2,537,721	3,216,830	3,130,058	985,412	4,115,470
Kansas	677,784	1,338,650	2,005,150	2,541,740	2,569,045	671,261	3,240,306
Kentucky	1,163,400	2,297,760	3,441,792	4,362,835	2,654,538	998,684	3,653,222
Louisiana	1,214,104	2,397,903	3,591,795	4,552,980	3,189,927	1,055,024	4,244,951
Maine	342,715	676,875	1,013,884	1,285,205	870,247	335,928	1,206,175
Maryland	839,073	1,657,201	2,482,306	3,146,585	2,786,297	688,380	3,474,677
Massachusetts	1,270,573	2,509,430	3,758,850	4,764,740	5,983,434	1,426,653	7,410,087
Michigan	2,184,647	4,314,761	6,463,039	8,192,585	7,893,003	2,319,861	10,212,864
Minnesota	1,051,318	2,076,394	3,110,210	3,942,520	3,956,693	1,260,937	5,217,630
Mississippi	860,873	1,700,256	2,546,798	3,228,335	2,118,299	730,418	2,848,717
Missouri	1,248,904	2,466,633	3,694,745	4,683,480	4,298,377	1,185,907	5,484,284
Montana	218,496	431,538	646,396	819,375	742,393	234,083	976,476
Nebraska	424,284	837,977	1,255,197	1,591,095	1,560,831	462,586	2,023,417
Nevada	66,284	130,914	196,094	248,570	237,446	47,456	284,902
New Hampshire	187,582	370,481	554,940	703,445	655,808	191,015	846,823
New Jersey	1,321,132	2,609,286	3,908,424	4,954,340	4,670,504	1,364,625	6,035,129
New Mexico	357,590	706,255	1,057,892	1,340,990	927,877	282,947	1,210,824
New York	3,691,084	7,290,030	10,919,666	13,841,830	15,604,952	3,335,502	18,940,454
North Carolina	1,863,731	3,680,939	5,513,643	6,989,125	4,472,274	1,613,279	6,085,553
North Dakota	235,587	465,294	696,960	883,470	788,094	280,888	1,068,982
Ohio	2,633,317	5,200,902	7,790,381	9,875,130	8,900,211	2,683,906	11,584,117
Oklahoma	843,440	1,665,826	2,495,224	3,162,960	2,950,250	863,414	3,813,664
Oregon	505,574	998,528	1,495,686	1,895,940	2,118,091	576,566	2,694,657
Pennsylvania	3,180,644	6,281,893	9,409,587	11,927,645	10,440,686	3,573,052	14,013,738
Rhode Island	260,056	513,621	769,348	975,230	892,036	226,390	1,118,426
South Carolina	1,010,796	1,996,362	2,990,331	3,790,560	2,130,572	830,260	2,960,832
South Dakota	240,650	475,293	711,937	902,455	792,619	266,099	1,058,718
Tennessee	1,374,089	2,713,879	4,065,093	5,152,935	3,483,612	1,223,016	4,706,628
Texas	3,327,550	6,572,039	9,844,194	12,478,555	9,346,383	2,456,107	11,802,490
Utah	327,996	647,805	970,341	1,230,010	1,554,744	354,835	1,909,579
Vermont	138,908	274,349	410,944	520,915	496,949	141,771	638,720
Virginia	1,508,984	2,980,301	4,464,164	5,658,800	3,257,456	1,037,797	4,295,253
Washington	801,227	1,582,454	2,370,343	3,004,660	3,245,137	823,542	4,068,679
West Virginia	700,045	1,382,616	2,071,007	2,625,220	1,843,784	768,827	2,612,611
Wisconsin	1,155,150	2,281,465	3,417,384	4,331,895	4,121,910	1,318,632	5,440,542
Wyoming	95,294	188,210	281,917	357,360	356,871	101,521	458,392
D. of C.	183,947	363,303	544,187	689,815	1,214,571	94,370	1,308,941
American Samoa	10,000	17,685	26,491	33,580	9,172	1,896	11,068
Guam	27,119	53,562	80,230	101,700	37,664	17,498	55,162
Puerto Rico	1,043,256	2,060,470	3,086,358	3,912,285	1,532,649	497,148	2,029,797
Virgin Islands	13,013	25,701	38,498	48,800	13,748	6,663	20,411

[1] Authorizations of $60 million, $118.5 million, $177.5 million, and $225 million for the years 1964-1967, respectively. 10% of each authorization reserved for grants by the Commissioner of Education. State distribution is based on product of (1) the Federal allotment percentages with limits of 40% & 60%, based on average per capita income for 1959, 1960, & 1961 & (2) the State population (a) aged 15-19, (b) aged 20-24, (c) aged 25-65, plus a distribution on the basis of the total amount received by the State under a, b, & c, above, with a minimum of $10,000.

[2] Distribution of $179,400,000 as follows: $89,700,000 on the basis of total high school enrollment, 1959-60, and $89,700,000 on the basis of the number of full-time & full-time equivalent degree-credit students enrolled in institutions of higher education, 1959-60.

[3] 22% of $230,000,000 ($50,600,000) allotted among the States on the basis of total public and nonpublic high school graduates & State allotment ratios (per capita income). "Allotment ratios" have limits of 66⅔% and 33⅓%; outlying territories assigned 66⅔%.

[4] Total of two preceding columns.

NEA Membership at Midyear Exceeds 770,000; Impressive Increases Reported by Several States

Gains Top 1962 Midyear Enrollment by 25,000; NEA Membership in Utah Reaches All-Time High; 41 of 55 Areas Move to New Midyear Records

NEA midyear membership of 772,256 is higher by 24,096 than the number enrolled by December 31, 1962, and nearly 70,000 higher than the midyear enrollment two years ago. In fact only twice—the past two years—has the year-end total been higher than this year's *midyear enrollment*. "This is an excellent start," said Membership Director Ivan A. Booker.

"With good follow-up campaigns, and conscientious fulfillment of Project 64 commissions, this year's gain in NEA membership could easily be the largest we have ever had," he said.

Utah Sets Record

NEA's membership in Utah on December 31 reached an all-time high of 9,047, nearly 600 more than the state's Campaign Goal. "This membership record by Utah teachers," said NEA President Robert Wyatt, "is the best possible answer to the irresponsible critics of NEA action in support of the UEA before, in, and since the Detroit Convention."

New York City Shows Increase

NEA's midyear membership in New York City is already 42 higher than last year's *total*. And in spite of the much vaunted and widely publicized union activity in New York City, there has been a small but consistent increase in NEA membership in the city every year since 1958. The year-end totals were: 683 (1958); 733 (1959); 749 (1960); 881 (1961); 1,187 (1962); 1,470 (1963). The midyear membership of 1,512 is 489 higher than the city's enrollment a year ago.

Many States Set Records

The table in columns 3 and 4 of this page shows in some detail the membership achievement of the various states and other enrollment areas.

Forty-one of the 55 state and other enrollment areas show midyear enrollments higher than last year's midyear membership. Washington's increase of 4,167 leads the nation. Thirteen other states with gains of more than 1,000 are: Arizona, Hawaii, Illinois, Indiana, Iowa, Kentucky, Maryland, Minnesota, Missouri, New York, Pennsylvania, Tennessee, and Texas.

Twenty-two states or areas have exceeded their total for last year—which means, in nearly all cases, that they have already set new records in NEA membership. Those that surpassed their last year's achievement are: Delaware, Indiana, Iowa, Kentucky, Maryland, Minnesota, Montana, Nebraska, Nevada, New Hampshire, New Mexico, New York City, Ohio, Oklahoma, South Dakota, Texas, Utah, Vermont, Washington, West Virginia, Wisconsin, and Wyoming.

Thirteen states have achieved and exceeded their respective Campaign Goals, the quotas assigned by formula when the four-year campaign was launched in 1960: Alaska, Arizona, Iowa, Kentucky, Maryland, Montana, Nevada, New Mexico, Oregon, Utah, Washington, West Virginia, and Wyoming.

Actual and Potential Membership

Most significant mark of membership achievement is "percent of potential"—how many members there are in relation to the number there could and should be. Twelve states, by midyear, show an NEA membership of 75 percent or more of potential. In three states, Kansas, Washington, and West Virginia, the midyear enrollment is more than 90 percent of potential.

Urban Members Continue Trend To Higher Peaks

On December 31, the 166 cities and large urban areas comprising the urban group had recorded a gain of roughly 7,000 NEA members over returns for the same date for last year.

Of the 105 cities with gains over the same date last year, 66 had also exceeded their total enrollment for 1962-63; i. e., their record as of last May 31, the date when year-end counts are completed at NEA.

The growth picture, however, is not fully revealed by the above figures, since 11 cities have not as yet transmitted 1963-64 memberships, due in some cases to changes in transmittal and processing procedures. Among these 11 districts are such long-established, top-achievement cities as Pasadena, California, where 95% of the city's total potential were NEA members last year; Torrance, California, an 82% city; Pueblo, Colorado, a 90% district; Pinellas County, Florida, a 92% district.; and Youngstown, Ohio, an 83% city.

If last year's enrollment for these 11 districts were added to the current figures, even without allowing for probable gains this year, an additional 11,420 NEA members would be recorded at this time.

Of the 66 cities that had exceeded their total achievements for last year by December 31, about 25 have already recorded gains of more than 100 new NEA members each.

Seattle leads all 66 at mid-year with a gain of 469 over last year's total achievement. **Baltimore County** (Md.) follows with a gain of 426; and **St. Louis Surburban, Winston-Salem, Minneapolis, Bibb County** (Ga.), **Montgomery County** (Md.) have recorded gains of 310 to 380.

Achievement on Project 64

The final column of the table on this page shows the number of Project 64 commissions completed in the several states. Does this indicate that the Project has had adequate attention in *your* state? "We know that some have obtained the five new members but just have not yet mailed in their reports and their requests for the performance certificate," says Project Director Dean Streiff.

"But we still have to hear from 6,947 of the 9,108 commissions issued. If anyone holding a commission has not yet found the five new members, now is the time to complete the assignment."

1,300 TEXANS PAY THEIR WAY: A check for $13,280 representing 100% NEA membership dues for the 1,328 teachers in Lubbock (Texas) Classroom Teachers Association is presented by Lubbock CTA President **Noah Lee** (center), to **Karl Berns** (right), NEA assistant executive secretary for field operations. Mr. Lee brought the check with him when he attended the classroom teacher study conference at NEA Center in November. He attributes the membership success to information on the benefits of local, state, and national membership given during leadership workshop sessions held each fall so that local committee members may set up goals and objectives for the year. Mr. Lee and **Jennings Flathers** (left, above), NEA field representative who has met with the group the past two years, provided special consultation services on NEA membership promotion again this fall.

NEA Membership by States

State	NEA Members Dec. 31 1963	Gain or Loss Over Dec. 31 1962	Est. No. of Teachers	Percent of Potential	1964 Campaign Goal	Percent of 1964 Goal Achieved	Project 64 Commissions Completed
Alabama	15,761	195	29,400	53.6	22,940	68.7	42
Alaska	1,625	19	2,481	65.5	1,430	113.6	6
Arizona	12,384	3,415	16,125	76.8	10,080	122.9	25
Arkansas	9,198	—242	16,869	54.5	11,990	76.7	15
California	51,076	—3,403	153,500	33.3	88,320	57.8	57
Colorado	11,283	—1,657	21,230	53.1	12,630	89.3	53
Connecticut	6,044	542	26,212	23.1	11,000	54.9	13
Delaware	1,931	86	4,590	42.1	2,440	79.1	19
District of Columbia	3,001	179	5,526	54.3	3,540	84.8	4
Florida	11,368	—176	49,600	22.9	24,170	47.0	46
Georgia	21,829	—724	37,953	57.5	26,110	83.6	20
Hawaii	3,825	3,270	5,855	65.3	4,920	77.7	11
Idaho	4,432	—1,546	7,373	60.1	5,460	81.2	8
Illinois	37,108	2,822	90,800	40.9	47,810	77.6	140
Indiana	24,544	3,207	44,000	55.8	25,710	95.5	32
Iowa	23,378	1,189	29,757	78.6	22,740	102.8	64
Kansas	22,364	3	24,704	90.5	22,990	97.3	21
Kentucky	20,723	1,115	27,325	75.8	18,780	110.3	90
Louisiana	2,518	432	31,270	8.1	14,360	17.5	13
Maine	5,310	—91	9,410	56.4	5,320	99.8	23
Maryland	18,712	1,628	29,971	62.4	17,250	108.5	22
Massachusetts	7,119	482	43,500	16.4	18,640	38.2	31
Michigan	25,807	—5	77,700	33.2	37,730	68.4	65
Minnesota	15,842	1,564	33,850	46.8	18,810	84.2	52
Mississippi	3,016	204	21,030	14.3	9,130	33.0	16
Missouri	23,457	1,285	36,740	63.8	24,350	96.3	77
Montana	6,347	407	7,847	80.9	6,320	100.4	32
Nebraska	8,124	818	15,800	51.4	9,470	85.8	20
Nevada	3,052	198	4,045	75.5	2,330	130.9	5
New Hampshire	2,626	134	5,458	48.1	2,770	94.8	6
New Jersey	10,108	—7,847	57,100	17.7	31,780	31.8	72
New Mexico	8,565	533	10,885	78.7	8,110	105.6	22
New York (State)	22,946	1,818	102,668	22.3	43,760	52.4	67
New York City	1,512	489	49,127	3.1	18,540	8.2	90
North Carolina	28,614	434	45,352	63.1	32,360	88.4	21
North Dakota	4,399	54	7,619	57.7	5,290	83.2	173
Ohio	48,110	970	90,015	53.4	55,040	87.4	27
Oklahoma	16,570	613	23,500	70.5	16,760	98.9	17
Oregon	16,229	91	20,760	78.2	16,030	101.2	125
Pennsylvania	45,384	2,914	88,631	51.2	63,040	71.9	3
Puerto Rico	604	—49	17,949	3.4	7,310	8.3	2
Rhode Island	461	291	6,813	6.8	2,360	19.5	12
South Carolina	8,649	—251	23,928	36.1	13,670	63.3	41
South Dakota	4,114	411	8,520	48.3	4,940	83.3	46
Tennessee	23,112	2,905	32,000	72.2	23,600	97.9	102
Texas	33,728	2,317	100,332	33.6	45,070	74.8	6
Utah	9,047	196	10,620	85.2	8,450	107.1	15
Vermont	1,783	88	3,585	49.7	2,000	89.2	31
Virginia	17,778	—1,520	39,200	45.4	23,720	74.9	37
Washington	30,180	4,167	31,875	94.7	23,720	127.2	44
West Virginia	16,537	241	17,420	94.9	16,490	100.3	67
Wisconsin	13,808	390	34,409	40.1	17,970	76.8	9
Wyoming	3,626	85	4,552	79.7	3,510	103.3	1
Overseas Dep. Schools	1,806	—455	6,970	25.9	3,056	59.1	3
Foreign and Others	782	—139			964	81.1	
Totals	772,256	24,096	1,743,751	44.3	1,017,080	75.9	2,061

Late Joiners Get Full Year's Benefits

"Late enrollment in follow-up programs becomes easier," reports NEA Director Carroll Phillips of Indiana, "if we can get across the following information:

"When a teacher joins NEA in January (or even in April), his record card at NEA shows the *date of first enrollment*. If he renews the next September, his membership service continues not just to the following September but to January, or April, or *to the anniversary date of first enrollment*.

"Everyone receives a full year of service for every year's dues," Mr. Phillips points out. "Therefore, now is still a good time to become an NEA member. There is no need to wait until next September."

CURRENT

What's Going On in TV, Radio, Press, and National Magazines

Television

Mr. Novak—Tuesdays, NBC-TV, 7:30 P.M., E.S.T. *January 21:* "Sparrow on the Wire," student's anti-Semitic remarks cause trouble. *January 28:* "The Private Life of Douglas Morgan, Jr.," youngster claiming to be "conscientious objector" drops out of R.O.T.C. *February 4:* "I'm On the Outside," moonlighting student feels he's victim of racial prejudice as he seeks a good job.

The Great Adventure—Fridays, CBS-TV, 7:30 P.M., E.S.T. *January 24:* "Rodger Young," story of World War II Congressional Medal of Honor winner. *January 31:* "The Story of Sam Houston," early life of American soldier-statesman. *February 7:* "Go Down, Moses," repeat. *February 14:* "The Story of John Brown," Civil War anti-slavery fanatic. *February 21:* "The Education of Captain Pratt," army officer who pioneered in schooling for Indians.

Do You Know?—Saturdays, CBS-TV, 12:30 P.M., E.S.T. *January 25:* "French Roundabout" by Claire Bishop. *February 1:* "Invitation to Music" by Elie Siegmeister. *February 8:* "The Wonderful World of Communication" by Lancelot Hogben. *February 15:* "The Wonderful World of Archaeology" by Ronald Jessup. *February 22:* "Treasure: The Story of Money and Its Safeguarding" by Walter Buehr.

Exploring—Saturdays, NBC-TV, 1 P.M., E.S.T. *January 25:* "Johann Gutenberg." *February 1:* "Jesse Owens." *February 8:* "William Shakespeare." *February 15:* "Sam Houston." *February 22:* "Frank Lloyd Wright," repeat.

Discovery '64—Sundays, ABC-TV, 1 P.M., E.S.T. *January 26:* "Forces of Nature." *February 2:* "Animal Senses." *February 9:* "Thomas Alva Edison." *February 16:* "The Statue of Liberty."

Magazines

Parents' Magazine—*February*. Education-oriented articles include "Why We Need National Academic Standards"; "Money Does Make the Difference," by Francis Keppel; "Opening School Doors to the Brain Damaged"; "There's No Limit to Learning"; "How Not To Waste College on Girls," by Grace & Fred Hechinger; "Training Talent in the Arts"; "Preschools Are Not Just for Play" and "Should Teachers Wield the Rod?"

Redbook—*February*. "A New Way for Children To Learn," by John K. Lagemann, discusses elementary school teaching methods.

NEA REPORTER

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NEW MODELS IN AMERICAN EDUCATION: Fourteen young men and women were showcased at the meeting on "What It Takes To Teach," sponsored by the Joint Committee of the NEA and Magazine Publishers Association, held last month in New York City. These new or future teachers who were chosen by their states to represent the products of modern teacher education at the meeting are (front row, left to right): **Gloria Gary,** Arkansas; **Bonnie Lynn Winter,** Missouri; **Marilyn Jean Greenlaw,** Florida; **Joyce Bardsley,** Indiana; **Connie Cristler,** Kansas; **Nancy English,** Tennessee; **W. Theodore Clark,** Washington. Back row, left to right: **Irvin Plitzuweit,** Minnesota; **William Dunigan,** New Jersey; **Janet Shears,** Ohio; **David Matzinger,** Pennsylvania; **Dorothy Vann,** South Carolina; **Lawrence L. Coffin,** New Hampshire; and **William Charles Read,** Massachusetts.

Warman photo, New York Herald Tribune

Investigation Delayed In Maryland County

An investigation by a professional rights and responsibilities group has been delayed in Montgomery County, Maryland, because of "a new attitude" of the incoming president of the county school board. "We are hopeful matters can now be settled without outside help," Arthur D. Simonds, Jr., Montgomery County Education Association executive secretary, said this month.

In late November, the MCEA asked the NEA to investigate what it called "the deteriorating climate of education" in the county.

New Jersey Governor Signs Teacher Pay Bill Backed by Profession

The New Jersey Education Association reported on December 9 that New Jersey Governor Richard J. Hughes had signed the NJEA-backed minimum salary law for teachers. The governor invited NJEA representatives to witness the signing.

The salary bill was passed by overwhelming majorities in both houses of the New Jersey Legislature. It provides for a bachelor's degree minimum salary of $4,700, a master's or B.A. plus 30 graduate credits minimum of $5,000, and an M.A. plus 30 credits or doctor's degree minimum of $5,300. The law sets maximums that run as high as $8,550.

The law provides for yearly increments of as much as $400 a year and allows all experience in public schools and up to four years of military service to be credited for longevity. The schedule goes into effect on July 1.

Culturally Deprived Among Topics For Educators, Magazine Publishers

Fourteen "new models in American education"—outstanding new teachers or about-to-be teachers nominated by their respective states—were introduced last month at a New York City conference of educators and magazine publishers, editors, and writers.

Sponsored by the Joint Committee of the National Education Association and the Magazine Publishers Association, the conference had as its theme, "What It Takes To Teach." It provided the magazine writers and editors who attended an opportunity to discuss the education of American teachers and take a look for themselves at some of its recent products.

In a luncheon address, Herbert Schueler, director of teacher education at Hunter College, New York City, explained that institution's project to train teachers for work in slum schools.

Some 30 years ago, he said, one of every 10 children could be classified as "culturally deprived." Today, he said, about one of every three children could be put in this category. The problem is growing, he said, and teachers must grow with it.

Another feature of the conference was a panel discussion on the recent Conant book on teacher education. Reactions to the book were given by John J. Scanlon, associate education editor, *Saturday Review;* Don Davies, executive secretary, National Commission on Teacher Education and Professional Standards; Carroll F. Johnson, superintendent of schools, White Plains, New York, and Barnard Joy, school board member, Arlington, Virginia. Presiding at sessions were Robert Stein, editor, *Redbook,* and Ruth A. Stout, assistant secretary for professional relations, Kansas State Teachers Association, co-chairman of the Joint NEA-MPA Committee, and a former president of NEA.

Connecticut Vote Favors Profession

The teachers of Wethersfield, Connecticut, recently selected the Education Association of Wethersfield as their representative in salary and fringe benefit negotiations with the city's board of education. The professional association won over a local union by about two to one.

The success for the association will mean "significantly more effective participation by the teachers in the cooperative determination of school personnel policies than has ever previously been enjoyed in Wethersfield," said EAW President Jeanne A. Haynes. "The Education Association of Wethersfield pledges itself to participate in these discussions with the utmost constructiveness and vigor, seeking to secure the optimum possible advances in salary and other fringe benefits on behalf of all staff members."

Small Association Reaches 3 Goals

A written procedures agreement, a new salary schedule based on an index system, and a sabbatical leave plan were recently negotiated by the Wheatland-Chili (New York) Central School Teachers Association.

The successful negotiations resulted directly from an NEA salary workshop held in Rochester in October 1962, according to Robert D. Slentz, a member of the association's professional advancement committee. "We came back to our local association loaded with ideas that we wanted to put into practice. . . . I had heard that NEA neglects smaller schools and their problems," he said. "I think that our successes refute this claim." The Wheatland-Chili school district has a teaching staff of 68.

Mr. Slentz said that the "Resolution for Board of Education-Teacher Relations" which was agreed upon after a series of meetings is patterned on the NEA-recommended model. The overall structure of the new salary schedule, he said, "is much better than any we had had before."

THERE'S A REASON FOR THE SMILES: NBC-TV series **Mr. Novak** heads the list in the latest Neilsen compilation of this season's new dramatic shows with a rating of 19.2. This means that nearly one-fifth of all home TV sets are tuned to the show every Tuesday night. On the **Mr. Novak** set at MGM Studios in Culver City, **TV Star James Franciscus** (left), who plays the title role, talks with NEA representatives **Roy K. Wilson,** director of the NEA Division of Press, Radio, and Television Relations; **Frank W. Hubbard,** NEA assistant executive secretary for information services; and **Henry S. Noerdlinger,** manager, NEA Motion Picture, Television, and Radio Information Center in Los Angeles.

Principles for Salary Schedules in Denver Agreement

The recent negotiations between the Denver Classroom Teachers Association and the Denver board of education resulted in more than a new salary schedule. In addition, the board and the teachers mutually accepted a statement of principles and guidelines for salary schedules. This statement follows verbatim; it was signed by Palmer L. Burch, board president, and Ronald Carlson, DCTA president.

I. Consideration of the following statements of philosophy and principles in developing the salary schedules:

A. Philosophical Basis

1. "All who have meditated on the art of governing mankind have been convinced that the fate of empires depends upon the education of youth."—Aristotle
2. The art of teaching is necessarily a human experience in which the growth and experience of the teacher are creatively applied to the classroom to aid the student in making productive comparisons, analogies, and identifications.
3. Every member of the Denver Public Schools' staff is important to the education of youth, but the classroom teacher is indispensable to the educational process.
4. The basic purpose of the school system is the education of our youth. All organization should enhance rather than hinder the educational process.
5. The cost-quality relationship functions in education as it does in other areas.
6. Modern trends require the continual upgrading of standards in teaching profession and require ever broadening advanced preparation in specialized areas of teaching.

B. Working Principles of a Good Salary Guide

1. It should provide a competitive starting salary to attract the highest caliber inexperienced teacher and also to attract experienced teachers with advanced preparation.
2. It should attain a level which would retain these quality teachers in our system.
3. It should be based upon preparation and teaching experience.
4. It should promote in-service growth by building a strong incentive for advanced preparation.
5. It should strive toward a greater range between the A.B. minimum and A.M. maximum salary.
6. It should be developed through cooperative study by teacher representatives and Superintendent's staff representatives and, when desirable, through the process of negotiation.
7. It should be applicable to all teachers who qualify.

II. Incorporation in the 1964-1965 salary schedule of these important changes:

A. Increase in minimum and maximum of all salary schedules
B. Recognition of the master's degree immediately upon employment by the Denver Public Schools
C. Greater increase in the maximum salaries of all schedules
D. Increase in the salary range between the A.B. minimum and A.M. maximum
E. Increased increments at the tenth step.

III. Joint committees, with equal representation from the Denver Classroom Teachers Association and administrative staff of the Denver Public Schools, should be formed to study the following areas:

A. Incentives for in-service growth and advanced preparation
B. Criteria for financial compensation to teaching personnel for assignment to approved student activities outside regular school hours
C. Philosophical bases and working principles of an adequate salary schedule for Denver teachers and relevant data to assist in determining recommendations for the 1965-1966 salary schedule.

The committees should be formed as soon as practicable after November 15, 1963, and should be charged with reviewing present policies, obtaining available data, and making recommendations to the Superintendent of Schools and the Board of Directors of the Denver Classroom Teachers Association on or before March 14, 1964.

Any cost incurred by this study should be shared jointly by the Denver Classroom Teachers Association and School District No. 1.

IV. A job analysis of all certificated classifications in the Denver Public Schools will be made by the Colorado State Employment Service:

A. To determine the duties and responsibilities of personnel assigned to each of the classifications
B. To enumerate requirements in terms of education, experience, certification, and personal characteristics
C. To make a summary and tabulation of the data obtained.

The job analysis is to be started as soon as practicable after November 15, 1963, with a tentative completion date of June 30, 1964.

THE TOPIC—PRACTICAL POLITICS: Forty guests participating in the Conversations on Practical Politics for Teachers, jointly sponsored recently by the NEA Citizenship Committee and NEA Urban Project at NEA Center, included secretaries of urban education associations, teacher-politicians from 10 Eastern states, and the Citizenship Committee. In discussion above are **Thomas E. Robinson** (left), president, Glassboro (New Jersey) State College, and chairman of the NEA Citizenship Committee; **Mrs. Margaret Wyatt,** wife of NEA President Robert H. Wyatt; and **Frank C. Heinisch,** executive secretary, Omaha Education Association, and a member of the committee.

Official Actions Regarding Unsatisfactory Educational Conditions

Below is a current listing of the names of school districts or systems where a state education association or the NEA has notified members of the profession and the public that unsatisfactory educational conditions exist.

Association	District or System
• California Teachers Association	Little Lake, Calif., school district
• Connecticut Education Association	Waterbury, Conn., public schools
• National Education Association	Overseas Dependents Schools
• New Mexico Education Association	Springer, N. Mex., public schools

When an association officially reports that conditions have become satisfactory in any of the above districts or systems, the NEA Reporter will announce the action.

NAMES IN THE NEWS

New executive secretary of the Grand Rapids (Mich.) Education Association is **John L. Hamelin** from Jackson, Mich. . . . **Harvey W. Zorbaugh, Jr.,** is field representative for the NEA Urban Project in a newly established office at 565 Fulton Avenue, Hempstead, N. Y. . . . **William H. Hartley,** professor of education, Towson State College, Baltimore, Md., is new president-elect of the National Council for the Social Studies and will take office as president in January 1965. . . . **Vanett Lawler,** executive secretary, and **Allen P. Britton,** immediate past president and first vice-president of the Music Educators National Conference, presented papers at the Second Inter-American Conference on Music Education, held in late November in Santiago, Chile. . . . **June Otterness,** director of elementary education in the Hutchinson, Minn., public schools and a past president of the Minnesota Education Association, has been named Woman of the Year by the Business and Professional Women's Club of Hutchinson. . . . New state education association presidents who took office in November are Delaware State Education Association, **Thomas W. Swain,** Blades; Missouri State Teachers Association, **James A. Hazlett,** Kansas City; New Jersey Education Association, **Everett C. Curry,** Red Bank; Ohio Education Association, **Denzil B. Carpenter,** Cincinnati; Teachers State Association of Texas, **A. C. Thomas,** Midland; and Utah Education Association, **Louise Bennett,** Holden. . . . **Robert A. Luke,** executive secretary of the National Association for Public School Adult Education, is attending a seminar in Australia as a representative of the World Confederation of Organizations of the Teaching Profession. Also on behalf of WCOTP's Adult Education Committee, Mr. Luke will confer with educators in Ghana, the Netherlands, Greece, India, and France. . . . **Frederick K. Dashiell,** formerly with the NEA Division of Press, Radio, and Television Relations, is now professional assistant for the NEA Urban Project. . . . **George A. Crosby,** who has been with the National Science Teachers Association, is new assistant executive secretary of the National Council of Teachers of Mathematics. . . . **Jean Flanigan,** formerly research associate, is now assistant director of the NEA Research Division, taking the place of **Victor O. Hornbostel,** who resigned to accept an associate professorship of education at Oklahoma State University.

DENVER . . .

(Continued from page 1, column 4)

teacher will be $8,325; for the A.M., $8,925; for the A.M. plus 45 quarter hours, $9,240; for the A.M. plus 90 hours, $9,550; and for the Ph. D, $9,825.

In addition to the salaries provided in this regular schedule, all teachers with at least 17 years' experience in the Denver schools will receive an additional $325. This will bring the maximum for these teachers to between $8,650 and $10,150.

All of the increases become effective on September 1.

Prior to the Denver board's approval of the schedule, the DCTA board of directors had okayed the schedule unanimously.

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Milwaukee Teachers Pick Profession Over Union by 600-Vote Margin

SECRETARY OF STATE SPEAKS TO SCHOOL ADMINISTRATORS: On February 16, during the centennial convention of the American Association of School Administrators, **United States Secretary of State Dean Rusk** addressed delegates, telling them that a well-educated citizenry is essential as support for our foreign policy. Above, Secretary Rusk chats with **Natt B. Burbank** (right), AASA president, and **Forrest E. Conner,** AASA executive secretary. (For a report on the convention, see page 4.) Stoen photo.

Ballots Show 2,249 for Association, 1,645 for Local Union; Carr Calls Victory 'A Significant Turning Point'

The Milwaukee Teachers' Education Association, in an election held February 11 and 12, was chosen by the city's teachers as their exclusive representative before the board of education. The MTEA received 2,249 votes to the Milwaukee Teachers Union's 1,645. Nearly 93 percent of the city's 4,318 eligible teachers cast ballots.

A breakdown of balloting shows that 56.1 percent of those voting chose the MTEA; 41 percent voted for the MTU. One ballot was blank and 33 were marked for no organization. Challenged ballots totaled 84.

NEA Executive Secretary William G. Carr, in a telegram to the executive secretaries of all NEA-affiliated state associations, announcing the MTEA's selection, said that "this victory by an NEA affiliate over an affiliate of the AFL-CIO represents a significant turning point in American education."

Majority Trust Independent Organization

Eileen Cantwell, MTEA president, said on February 13 that "the election proved that a majority of the teachers placed the fate of the children in the hands of a local independent thinking and acting organization." President Cantwell announced that a special MTEA team would begin working immediately to develop procedures for bargaining with the school board.

The local professional association won the election conclusively despite intensive efforts by the AFL-CIO's Industrial Union Department on behalf of the local union. IUD President Walter Reuther was brought into Milwaukee to urge a pro-union vote. (The American Federation of Teachers, the MTU parent union, is a member of the IUD.)

Under Wisconsin law, elections for representation before school boards are supervised by the Wisconsin Employment Relations Board. The Board directed the February 11-12 election and set up the rules for balloting.

Vigorous Campaign Conducted by MTEA

A vigorous campaign for teachers' votes was conducted by the MTEA. Meetings, special mailings, telephone calls, and newspaper advertisements were all weapons in the struggle.

Thousands of local education associations around the nation sent telegrams and letters of support to the MTEA during the election campaign.

One Milwaukee newspaper—the *Journal*—said editorially prior to the election that it believed that the MTEA "recognizes that teachers are professional partners in educational enterprise rather than workers for a boss. This sort of representation seems better," the *Journal* said, "both for teachers and for the public interest."

Newspaper Disturbed by Union Stance

The paper also commented on the militant stance taken by the local teachers union. "This is disturbing to find in a group whose overriding dedication should be the education of children," it said.

Following the election, the *Milwaukee Sentinel* editorially praised the city's teachers "for fulfilling their professional obligation by turning out to vote on this vital issue. . . . After a long and hard fought campaign, in which the issues were fully aired, our teachers have made their decision," the paper said. "Unlike New York city, where the decision was made by the teachers who did not vote, the decision in Milwaukee was made by those who voted. It was a truly democratic expression."

The day following the Milwaukee Teachers' Education Association victory, this telegram was sent to Eileen Cantwell, MTEA president:

The NEA Executive Committee, meeting in Atlantic City February 13, congratulates the teachers of Milwaukee on the election results February 11-12. You have given further evidence that the nation's teachers will maintain and advance their independent, professional status. We are confident that Milwaukee Teachers' Education Association will continue, with help as needed by the Wisconsin Education Association and the NEA, to provide responsible professional leadership in the best interests of the community, the schools, and the teachers. The election showed, in fact, that there was little or no real controversy among Milwaukee teachers. In this election, the community and its schools were the most important winners.

The telegram was signed by Robert H. Wyatt, NEA President.

Waterbury Sanction Removed After Special Tax for Education Is Levied; Professional Methods Yield Victory

The Connecticut Education Association on February 6 revoked its sanction imposed in Waterbury, Connecticut, after the Waterbury Board of Aldermen voted to levy a special tax to improve educational conditions in the city.

In announcing the end of the sanction action, CEA President Frank A. Formica pointed out that the professional methods used in Waterbury by the Waterbury Teachers Association and the CEA succeeded in bringing about an additional appropriation of more than a quarter of a million dollars for school improvements. He described the event as "a far-reaching educational victory achieved through the concerted, responsible action of independent, professional associations working together at local, state, and national levels to remedy intolerable school conditions, without violating the law."

The Waterbury Board of Aldermen, by a nine to five vote on February 3, approved an additional local tax levy of 1.75 mills for the 1964 fiscal year. The added revenue from this special tax is estimated at $527,000; $269,000 of it will go to the board of education budget, which had been drastically cut by the outgoing city administration in December.

The cut in December was followed by a request from the Waterbury Teachers Association to the CEA for

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NEA affiliate to represent U.S. teachers overseas. **See page 5**

Executive Secretary Carr tells of NEA's history of opposition to discrimination. **See page 5**

NEA insurance in force tops one-third billion dollars. **See page 6**

Committee asks free use of copyrighted works for education. **See page 8**

Sanctions Removed in Little Lake, Unsatisfactory Practices Rectified

Professional sanctions against the Little Lake (California) City School District were removed by the California Teachers Association on January 28. The end of the sanction action means that the local school district is now considered one where educators can accept employment "with assurance that conditions are such that they can fulfill their responsibilities as professionals," the CTA announced.

Sanctions were applied against the Little Lake district (in Sante Fe Springs) in May 1962 after efforts by the Little Lake Education Association and the CTA failed to bring about a change in unsatisfactory personnel procedures in the district.

In 1963, the associations' efforts were more successful, and in July a new school board took office in the district. "Most of the disputed personnel practices in force in the Little Lake School District at the time sanctions were imposed have now been corrected by board action," the CTA said.

The Personnel Standards Commission of the CTA announced the removal of the sanctions in a letter to state education association executive secretaries and to all professional placement services.

Arthur F. Corey, CTA executive secretary, pointed out that Little Lake's curriculum policies, which the district superintendent and former board majority had claimed were the cause of the CTA sanctions, remain unchanged. "Educational philosophy and teaching methods had been endorsed by the teachers and were never issues in this conflict," he said.

The issues in Little Lake involved communications between professionals within the district, grievance procedures, recognition of the LLEA, secret teacher ratings, and freedom of criticism. Improvements in all of these areas have now been made, the CTA said.

The invocation of sanctions in Little Lake was the first clear-cut application of this method of resolving controversies between teachers and school officials in California. The CTA pointed out that the community and the teachers had solved their own problems once imposition of sanctions had awakened citizens to the plight of the teachers in the district.

NEA PRESIDENT-ELECT ABOARD THE SHIP NAMED FOR HER STATE: As a special guest recently of the New Hanover County Unit of the North Carolina Education Association **NEA President-Elect Lois V. Edinger** is welcomed aboard the U.S.S. North Carolina by the battleship's captain, **Admiral Ellis; O. O. Alsbrook,** Wilmington mayor; and **W. H. Wagoner,** superintendent of the New Hanover school system. During the day's activities, which also included a tea and a banquet, Miss Edinger was presented a telegram from Governor Terry Sanford, a key to the city of Wilmington, and a certificate of appreciation from the U.S.S. North Carolina Battleship Commission for her contribution to education in North Carolina.

Allan M. West

West To Succeed Berns in Field Operations Post

Allan M. West, NEA special assistant for urban areas and director of the Urban Project, has been named NEA assistant executive secretary for field operations. The appointment was announced by the NEA Executive Committee at its meeting on February 14.

Mr. West will succeed Karl H. Berns when Dr. Berns retires on August 1. The Executive Committee said that Mr. West would continue to direct the Urban Project until he succeeds Dr. Berns.

Mr. West has served as NEA special assistant for urban affairs since March 1962. Before that he was an associate director of the NEA Membership Division. For 16 years, Mr. West was executive secretary of the Utah Education Association.

Dr. Berns has been with NEA since 1945. He directed 10,000 volunteers for the NEA building fund in 1952. The fund campaign, begun with a quota of $5 million, raised over $9 million. Dr. Berns served as a teacher, principal, and superintendent in Ohio before 1935. From 1935 to 1945, he was assistant secretary of the Ohio Education Association.

Groton, Connecticut, Teachers Choose Local Association 2 to 1 Over Union In State's Fourth Consecutive Victory For Profession Since September 1963

Teachers in Groton, Connecticut, chose the Groton Education Association by almost two to one over the local teachers union in a referendum January 28.

The victory is the fourth consecutive win for professional associations in Connecticut. In December, the Education Association of Wethersfield defeated a local union by a two to one vote; in November, the East Hartford Education Association trounced a union group by nearly four to one; and in September the Meriden Education Association was chosen by teachers by better than two to one.

In all four of the elections, teacher turnout was better than 90 percent.

The Connecticut Education Association has been providing legal counsel, public relations, and other services to local associations in the state that have been involved in election referendums. Frank A. Formica, CEA president, hailed the consecutive decisions as "victories for professional independence and for the cooperative approach to educational problems."

The Groton Education Association received 244 votes in the January 28 referendum; the local union ballots totaled 148. The teachers' decision means that the GEA will continue as the official representative for education personnel.

GEA President John R. Bassett said following the election that the local association was meeting with a school board committee at a special session to iron out salary disputes. The local association is asking for a five and a half percent salary increase.

President Bassett said he interpreted the vote as a mandate for GEA to continue carrying its responsibility for the teachers of Groton. He promised that the association would pursue its goals in a professional manner.

Cleveland Association Wins Salary Struggle, Asks for Rights, Responsibilities Investigation

The Cleveland Education Association has asked the Ohio Education Association and the NEA to begin a professional rights and responsibilities investigation of the Cleveland public school system. NEA officials said that a preliminary inquiry would probably be under way soon.

The CEA action followed the resignation February 13 of the city's superintendent of schools, William B. Levenson. His resignation is effective July 31.

The CEA executive committee announced that it had wired the board of education, urging that it refuse to consider the resignation until after a PR&R investigation. The executive committee also asked Superintendent Levenson to consider withholding his resignation.

In its complaint asking for an investigation, the CEA listed problems concerning the role of the board of education in providing quality education, the role of board members in forming school policy, community-school relations, relations between the board and the local association, and political influences on the school board.

The Cleveland Education Association announced on January 28 that it had won upward salary adjustments for more than 850 teachers. The increases—beginning March 19—will bring an additional $250,000 in teacher salaries, the CEA estimates.

The salary adjustment comes after a one-year struggle by the CEA, including the filing of formal charges against the Cleveland school board before the state board of education. The CEA charged that the city was required by law to pay its teachers for prior service "outside the district as a regular public school teacher or for service in the armed forces." The CEA complaint asked that state aid, amounting to over $11 million, be withheld from Cleveland if the law were not obeyed.

The state board set a date for hearings and appointed a special referee. Subpoenas were issued for Cleveland administration and school board officials. However, the CEA first asked that the hearings be postponed, then agreed to dismiss the complaint after the school board officially agreed to make the salary adjustments.

7 NEA Departments, 39 State Associations Adopt Code of Ethics

Thirty-nine state associations and seven NEA departments have formally taken action for adoption of the Code of Ethics of the Education Profession. This marks an all-time high for the number of educators—1,300,000 members of the teaching profession in the NEA and the 39 state groups—subscribing to the same Code of Ethics.

The most recent organization to adopt the Code was Phi Delta Kappa, the professional education fraternity. The Biennial Council of the PDK at the time it adopted the Code voted to "commend the NEA for its leadership in initiating and developing the Code."

NEA-Backed Library Bill Signed into Law

TOPIC—EQUITABLE TAX TREATMENT FOR TEACHERS: Margaret Stevenson (left), executive secretary, NEA Department of Classroom Teachers; **Congresswoman Martha W. Griffiths** (D-Mich.); and **John Lumley,** director, NEA Division of Federal Relations, discuss Mrs. Griffiths' new tax legislation for teachers' educational expenses. The bill, HR 9709, is outlined in NEA President Robert Wyatt's March *NEA Journal* article, "Next Steps in Federal Aid."

Mrs. Griffiths, a strong proponent of equitable tax deduction for teachers for educational travel, says she "cannot imagine any travel which would not improve the teacher *as a teacher.*" Congresswoman Griffiths is a member of the powerful House Ways and Means Committee and is a former teacher who returns annually to her Congressional district to visit every high school and to teach a day of civics classes. Purcell photo, Nat'l Ed. Ass'n.

Bill Vastly Expands Federal Aid for Libraries, Including Funds for Services and Construction; 'Act of National Achievement,' Johnson Says

President Lyndon Johnson on February 11 signed into law a bill authorizing a vastly expanded three-year, $135 million program of federal aid for the nation's public libraries. Mr. Johnson called it "an Act of national achievement. Books and ideas are the most effective weapons against intolerance and ignorance," the President said. "The library is the best training ground for enlightenment that man ever conceived."

The new law authorizes $25 million a year of federal aid for library services for three years, plus $20 million a year for library construction, also for three years. Both programs start with the current fiscal year which ends June 30. Separate legislation to provide the money is required before the program can get under way. Under the bill's terms, unexpended balances could be carried over into the future.

Now Covers Urban Areas

The measure makes federal money available for the first time for populous urban areas as well as small cities. In the past the program authorized $7.5 million a year for federal aid to library *services* only, and the aid was limited to cities with populations of not more than 10,000.

The new law provides a formula for allocation of the money for library services, to be matched with local funds on a basis which considers the per capita income in the recipient area. The percentage of matching funds from poor areas could be scaled down.

Funds for construction—which would be available for allocation to any area where the aid is needed—also would be matched on a similar basis of per capita income.

The services money could be used to help pay for books, salaries, equipment, and operating expenses. Construction funds could be used to help pay for either construction of new libraries, or to improve or enlarge existing ones.

NEA Chairman Tells of Support For Library Act

Reba I. Anderson, chairman of the NEA Legislative Commission, expressed the Association's approval of the Library Services and Construction Act. She pointed out that expansion and extension of the Library Services Act of 1956 were included in the Kennedy Administration's omnibus education bill of last year. "The NEA supported expansion of the library program then and continued to support it after the omnibus bill was broken up in the House and Senate," she said.

"For years financial support has been woefully lacking both for public school libraries and community libraries," Chairman Anderson said. "Today more and more elementary and high school students are relying upon their nearest public library—because their own school library is inadequate. Although I am hopeful that we will soon see adequately financed libraries from public elementary schools upward—through a program of general federal aid to education—I am gratified that Congress has acted in this manner, at least, to help meet one of the crucial needs of education today—access to more books for more students.

"Senator Wayne Morse [D-Oreg.] and Congressman John Dent [D-Pa.], particularly, are to be congratulated for their efforts in behalf of this legislation."

House Passes Broad Civil Rights Act; 1963 NEA Representative Assembly Recorded Its Support of Legislation

The House of Representatives passed the Civil Rights Act of 1963 on February 10. The bill, HR 7152, is the most comprehensive civil rights bill in history; it passed by a vote of 290 to 130 with a coalition of Northern Democrats and Republicans leading support for the measure. (The NEA Representative Assembly in Detroit in July 1963 went on record in full support of constructive civil rights legislation.)

The House-passed measure now goes to the Senate, where it faces a tougher fight.

The House passed the bill substantially as reported from Chairman Emanuel Celler's (D-N.Y.) Judiciary Committee. The bill provides major new weapons to fight discrimination in schools and other public facilities and federal aid programs, in voting, in public accommodations, and in employment. The legislation also would extend the Civil Rights Commission for four years.

The final vote showed 152 Democrats and 138 Republicans voting for the bill. Voting against were 96 Democrats and 34 Republicans. The vote on final passage was the only roll call vote on any part of the bill, but throughout the nine days of voting on 140 amendments a large majority of Republicans stood with Administration Democrats to hold the bill substantially intact.

Following is a brief description of the sections of the bill, as approved by the House, that relate to education or federal aid programs in general:

Desegregation of Public Education

The bill empowers the Attorney General of the United States to file suit, upon complaint, to force school desegregation. The bill also authorizes federal aid (financial and technical) to communities trying to comply with desegregation.

The bill further provides that the U.S. Commissioner of Education shall conduct a survey and report to the President and the Congress, within two years of passage of the bill, on the lack of availability of equal educational opportunities for individuals by reason of race, color, religion, or national origin in public education institutions at all levels in the United States, its territories and possessions, and the District of Columbia.

Nondiscrimination in Federally Assisted Programs

The bill forbids discrimination in the distribution or use of any federal aid given in the form of grant, loan, or contract. Specifically excluded from coverage are insurance or guarantee programs, such as insurance of home mortgages and bank deposits.

The bill directs agencies to prevent discrimination, by withholding aid if necessary. But it also requires that such action be consistent with objectives of the aid so that if there were discrimination, for example, in the use of school lunch funds, some other way would have to be found to feed the children.

Hearings must be held before funds are cut off, and court review of such orders is provided. Also, Congress must be notified 30 days in advance of a cutoff, and the President must approve procedural regulations.

Science Teachers To Consider Educative Process at Meeting

"The Scientific Enterprise and the Educative Process" is the theme of the 1964 annual convention of the National Science Teachers Association, NEA, March 20-24 in Chicago.

NEA PRESIDENT HELPS TO SELECT "GOLDEN MIKE" WINNERS: During a judging session for the 13th annual Golden Mike awards, **NEA President Robert H. Wyatt** confers with **John Mack Carter,** editor of *McCall's* magazine. Purpose of the Golden Mikes, presented by *McCall's,* is to bring national recognition to the public-service achievements of women in radio and television communications. Presentation of the awards, which will be announced in the May issue of *McCall's* magazine, will be made at the annual meeting of the American Women in Radio & Television (AWRT) in Tulsa, Oklahoma, May 2. Other judges include Newton Minow, former chairman of the Federal Communications Commission; Sol Taishoff, publisher of *Broadcasting* magazine; and a representative of the AWRT. UPI photo

Administrators' Centennial Attracts 26,060; Secondary Principals Hear Three Challenges

Delegates Okay Study of Goals, Increase in Dues

One of the largest educational meetings in history, the centennial convention of the American Association of School Administrators in Atlantic City, New Jersey, February 15-19, was attended by more than 26,000 superintendents and other educators. They heard Secretary of State Dean Rusk call for the "sound, basic, liberal education that is the kind that helps men and women reach judicious conclusions" and helps them face the forces of change.

Rusk described America's greatest asset as a well-educated American people, educated in the principles of foreign policy, which, he said, "is not a game played by diplomats. There is so very much to learn and so little time." Needed, he said, is a sound foundation in history, geography, economics, and science.

And, he said, history lessons should not be confined to national history but should include history that led to the formation of this nation. He called for the study of other cultures for understanding and enrichment and added that one of the "regrettable" aspects of education in the past has been "the inattention to Latin American history."

Many other national leaders addressed the convention, including U.S. Senators Hubert H. Humphrey and Karl E. Mundt, and Allen W. Dulles, former director of the Central Intelligence Agency.

Small Group Meetings

In addition to general sessions, dozens of small-group meetings were concerned with varied topics of interest to superintendents. Speakers and panel members in these meetings included outstanding educational leaders from all parts of the country.

When group and general meetings were not in session, closed-circuit television received in Atlantic City hotels carried special educational programs produced by AASA. A total of 121 programs, amounting to almost 45 hours of broadcast time and involving more than 300 participants, were viewed by the conventioneers.

During a business meeting, 26 resolutions were passed, including one urging the establishment of a commission to study and recommend appropriate national goals for public education, one urging Congress to provide general financial support "to public elementary and secondary schools and to public colleges and universities," and one supporting the National Council for Accreditation of Teacher Education.

Two proposed amendments to the AASA constitution and bylaws were also passed. They raise AASA life membership fees to $400 (payable quarterly) and annual dues to $20, effective September 1965.

At the closing general session, the Associated Exhibitors presented the American Education Award for 1964 to Finis E. Engleman, who recently retired as AASA executive secretary, and three scholarship awards for graduate study in school administration.

PRINCIPALS MEET THEIR IMAGE: Secondary-school principals crowd around **Dean Jagger,** known on television as Albert Vane, principal of Jefferson High School on the *Mr. Novak* NBC-TV series. The principals met actor Jagger on February 8 at the annual convention of the National Association of Secondary-School Principals in Chicago. Just a few minutes earlier, Jagger was named an honorary life member of NASSP. The principals also honored E. Jack Neuman, executive producer for MGM-TV of the series, and Robert E. Kintner, NBC president. Both men were given citations acknowledging their service and leadership in creating and bringing to millions of homes the dramatic story of a high school teacher and his principal.

Keppel, Conant, Dulles Outline Critical Areas

Three national leaders challenged principals to act in three critical areas at the 48th annual convention of the National Association of Secondary-School Principals in Chicago, February 8-12.

Said U.S. Commissioner of Education Francis Keppel: "We simply cannot stand by and watch one-third of our young people drift away from school and embark upon aimless journeys down dead-end streets. . . . As educators, we must re-examine the way we have been dealing with this 'problem one-third' of our school population. Where necessary we must overhaul the machinery of education."

Said former Harvard President James B. Conant: "Can you not make the school board and the community and your teachers realize that if necessary it is better to have a class of 40 taught by a mathematician than two classes of 20 taught by someone who has only freshman mathematics as preparation?" Dr. Conant called for the thorough preparation of secondary teachers in only one field—rather than the usual practice of major and minor preparation.

Said former CIA Director Allen W. Dulles: "I earnestly ask you to find a place for teaching the hard facts about the communist programs to undermine our freedoms and our way of life. This cannot safely be deferred until college or graduate school days as now is too often the case."

A total of 75 concurrent sessions and discussion groups dealt with such varied practical topics as flexible scheduling, educational technology, guidance, executive leadership, developments in subject-matter fields, and computer scheduling.

Because of the size of the convention—more than 7,800 registrants, the largest convention yet of the largest NEA department of administrators—some of the general sessions were held concurrently in two assembly halls with the platform speakers moving from one hall to the other. For one meeting, closed-circuit TV was used in an adjoining room.

John M. Sexton, principal, Northeast High School, St. Petersburg, Florida, was elected president for 1964-65, succeeding Calloway Taulbee, State Department of Education, Santa Fe, New Mexico. The department will hold its 1965 convention in Miami Beach, Florida.

Iowa State Education Association Backs Pleasantville Teachers, Administrators in Dispute with School Board Over Grading

The Iowa State Education Association took action early this month to support the teachers and administrators in Pleasantville, Iowa, who resigned last month in a dispute with the local school board. The ISEA Delegate Assembly, meeting in Des Moines, voted overwhelmingly "to grant interest-free loans for one year for graduate work for those professional persons in Pleasantville who have resigned their positions and who do not wish to accept a teaching position in the coming year."

The Iowa body also passed a motion commending "boards of education everywhere, and particularly in Iowa, that are now concurring and have previously concurred with the professional right of educators to determine student achievement." This motion referred to the reasons for the dispute in Pleasantville: the board's decision to abolish part of the grading system and the board's demand that some teachers change grades they had given the previous year. At issue is the so-called Circled D policy, under which students who put forth an effort but would normally receive a failing grade are given a "circled D" and allowed to receive a certificate of attendance instead of a high school diploma.

Fourteen Pleasantville school staff have resigned, effective in June.

Citizenship Committee Given Green Light on Political Rights Push

The NEA Citizenship Committee has been authorized to step up its work to encourage educators to participate actively in the processes of government.

The NEA Executive Committee, at its meeting on February 13-14, specifically authorized the Citizenship Committee "to foster the concept among members of the education profession and in their professional organizations that the achievement of goals essential to improved public education will depend in significant measure upon their active participation in the determining of public policy."

The Executive Committee further charged the citizenship group to develop guidelines "to promote the basic political and civic rights of teachers and of teachers groups."

New Set of 13 Negotiation Statements Issued By Professional Development, Welfare Office

The NEA Office of Professional Development and Welfare this month issued a new collection of professional negotiation statements. Copies of the statements, covering 13 agreements in nine states, have been sent to state education associations and to many local associations. Additional copies may be obtained by association leaders at no cost to them.

The agreements are arranged by level, ranging from simple recognition statements to those containing provisions for the resolution of impasse.

Agreement statements included are those from Yakima, Washington; Lincoln County, Nevada; Granite, Utah; Euclid, Ohio; Boulder, Colorado; Denver, Colorado; Salt Lake City, Utah; Muskegon, Michigan; Gary, Indiana; Champaign, Illinois; Elgin, Illinois; Utica, Michigan; and Wheatland-Chili School District, New York.

NEA REPORTER

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AMERICAN TEACHERS ASSOCIATION-NEA COOPERATION: Between sessions at the annual meeting in January of the Joint Committee of the NEA and the American Teachers Association are **Rufus B. Atwood,** Cincinnati, Ohio, Committee chairman; **Joseph T. Brooks,** Atlanta, Georgia, ATA executive secretary; and **Lyle W. Ashby,** NEA deputy executive secretary. Several staff members reported to the Committee on NEA projects and activities. DiDio photo, Nat'l Ed. Ass'n.

NEA Department Sets Up Consultant Service On Education Media for Schools, Colleges

National authorities on education media are now available to consult with schools and colleges through a plan announced this month by the NEA Department of Audiovisual Instruction. The project, named DAVI Consultant Service, will be supervised by a group of educators from all parts of the country experienced in the administration of audiovisual media programs in schools, colleges, and state departments of education.

A grant from Teaching Film Custodians, Inc., has made possible the planning and administration of the project. Institutions requesting the consultant service will be asked to defray the costs involved.

Superintendents, college presidents, and other school administrators may obtain information from DAVI.

Local Association in Virginia Supports Nondiscriminatory Hiring of School Personnel

Assignment of teachers solely on basis of "qualifications, experience, and ability of the individual," endorsed by the Fairfax (Virginia) Education Association, was recently adopted as personnel policy by the Fairfax County School Board. The 5,000 employees, including teachers and administrators, will now be hired and assigned without regard to race.

NEA Affiliate Recognized As Representative for U.S. Overseas Teachers

The U.S. Defense Department has formally recognized the Overseas Education Association, an NEA affiliate, as the representative of the 7,000 teachers who serve in schools maintained overseas for children of Defense Department personnel. NEA and OEA were notified of the action on February 10 by a letter from Stephen N. Shulman, Deputy Assistant Secretary of Defense for civilian personnel and industrial relations.

"The recognition herein granted," the letter said, "extends to consulting with designated representatives of the Overseas Education Association on proposed personnel policies and changes in such policies affecting personnel of the overseas dependents schools for which the Assistant Secretary of Defense (Manpower) is responsible.

"We look forward," the letter continued, "to productive relationships between the office of the Assistant Secretary of Defense (Manpower) and the Overseas Education Association."

NEA recently began a strenuous new effort to improve the salaries of teachers in the overseas schools. On January 6, NEA Executive Secretary William G. Carr sent letters to the executive secretaries of all NEA affiliated state education associations, urging them to write to their Senators and Congressmen to urge repeal of a phrase in this year's Defense Department appropriation act. The phrase limits per-pupil expenditures for overseas schools to $285 a year.

Overseas teachers' salaries average $4,720 this year against a national average for the United States of $5,963.

73,000 Copies of Negotiation Guide Already Provided

NEA's Professional Development and Welfare office has distributed more than 73,000 copies of *Guidelines for Professional Negotiations.* Provided free upon request, the guidelines have gone to every local and state education association affiliated with NEA and to every member of the American Association of School Administrators.

In addition, state associations have received 11,000 more copies at their request, and professors of educational administration have asked for about 10,000 copies for use in their college classes.

Copies of the guidelines are still available from the Professional Development and Welfare office.

Executive Secretary Wanted

The Montebello (Calif.) Teachers Association is seeking an executive secretary, to take office before September 1964. Application forms are available from the Association at 2525 West Beverly Boulevard, Montebello.

Open Letter from the Executive Secretary

Association Has History of Opposition to Discrimination

Long before the Supreme Court decisions of 1954 and 1955, NEA platforms and resolutions included a policy of flat opposition to any form of educational discrimination affecting either students or teachers. Immediately after the decisions in 1954 and 1955, the NEA Delegate Assembly urged that citizens approach the integration of all groups in the public schools in a spirit of goodwill and respect for law, and expressed the opinion that the problems associated with integration could be solved at state and local levels.

Later, in resolutions explicitly supporting the Supreme Court decisions, the Association named the protection of human rights as the highest duty of our government, warned of the dangers in unrestrained and unlawful protests of judicial decisions, and declared that free public education must be maintained.

The Representative Assembly also directed the officers and staff of the NEA to do all in their power to maintain free public education, to reduce hostility, and to protect teachers whose professional rights may be menaced.

These directives of the Representative Assembly have been followed. Let me mention three examples.

• During the Little Rock crisis, the NEA committed itself to seeing that the contracts of high school teachers would be paid regardless of the outcome of the situation. This commitment involved approximately one-quarter of a million dollars. At a later stage of the Little Rock crisis, 44 teachers, white and Negro, were threatened with expulsion from their jobs. After the NEA announced that it would provide whatever financial support was needed to preserve the personal and professional security of these teachers, the effort to dislodge them was ended.

• During the New Orleans crisis, when it appeared that the public schools might be closed because funds for teachers' salaries were tied up in litigation, NEA again acted. An interest-free loan of $250,000 was provided to enable the teachers to keep the schools open. Contrary to rumor, the NEA loans were offered to all teachers, Negro and white.

• During the prolonged troubles in Prince Edward County, Virginia, the NEA has worked for the return to school of the children deprived of an education. As early as 1961, in cooperation with the Virginia Teachers Association, the NEA contributed to a fund to dramatize the calamitous effects of the closing of the public schools.

Last summer, the NEA joined with federal agencies and others in support of the Prince Edward Free School Association, which has established free schools in the county. NEA staff advice was given to this effort, and the Association invited its members and affiliates to donate to the fund supporting the schools. [For a fuller description of the Prince Edward County situation, see pages 12 and 13 of the March *NEA Journal.*]

In addition to specific actions in response to crises, the day-by-day conduct of NEA business is free of racial barriers.

Since 1950, the NEA bylaws have required that convention cities be selected in terms of maximum equality of treatment for all delegates in such matters as housing and meals. Negro educational leaders have been elected or appointed to such important offices in the Association as the executive committees of the Department of Classroom Teachers and the Association for Higher Education, the Educational Policies Commission, the Commission for Professional Rights and Responsibilities, the Ethics Committee, and the chief NEA policy-making body, the Board of Directors.

The NEA Center staff itself has been appointed without racial barriers. The NEA has been awarded a citation by the Urban League of Washington, D.C., for pioneer work in such appointments.

Effective work toward civil rights has been under way by many NEA state and local affiliates. For example, urban local associations in Virginia, Florida, and Tennessee have abolished racial barriers to membership during the past year.

The 1963 NEA Representative Assembly laid the groundwork for further Association efforts toward desegregation and the advancement of civil rights. One motion urged the "extension of the principle of desegregation as it applies to professional membership in associations affiliated with NEA." Another action of the Representative Assembly urged consideration of plans to merge the NEA and the American Teachers Association.

The major resolution in this area passed at the Detroit Convention requested the officers and directors of the Association to plan and initiate actions to assure the maintenance of free public education; to promote goodwill, fairness, and respect for law; to offer possibilities of reducing hostility; to alleviate anxieties among teachers and officials who administer the public schools; to support local and state associations which seek to protect teachers whenever their professional rights and status are unfairly menaced; and to openly commend, for efforts to improve conditions, local and state officials of public school systems, directors and officers of local and state organizations, teachers and administrators of public schools, and private citizens.

These are the guidelines for current NEA policy and program.

—William G. Carr
NEA Executive Secretary

NEA Insurance in Force Tops $350,000,000

More Than 50,000 Members Now Covered Pay $2 Million Per Year

Insurance in force through the NEA Term Life Insurance Plan now exceeds $350,000,000, Earl Funderburk, superintendent of the Fairfax (Virginia) County Schools and chairman of the NEA Insurance Trust, reported to the NEA Board of Directors on February 16. Premiums paid by teachers holding policies now approach $2 million per year, he told the Board.

Noting that the plan has been offered for less than two and one-half years, he said that "all evidence points to further growth . . . The NEA insurance plan should become the largest program of its kind in the United States." More than 50,000 members are now covered under the plan.

Chairman Funderburk pointed out that although six or seven in ten NEA members are women, 53 percent of those now insured under the plan are men. The average amount of insurance in force, he reported, increased from $3,943 in December 1962 to $6,211 in December 1963. He attributed this increase to the fact that the majority of members have switched from Plan A to Plan B, which provides twice the amount of coverage, plus double indemnity in case of accidental death.

"One of our disappointments," he told the Board, "is the failure of teachers under 30 to participate in the program even at rates that are 60 percent lower than for other teachers." He explained that these teachers can purchase $10,000 worth of life insurance, which pays $20,000 in case of accidental death, at a semi-annual premium of $9.10, but that only eight percent of the participants at this time are in the under-30-age group.

Joint NEA-AMA Committee Urges Cigarette Laws

The Joint Committee on Health Problems in Education of NEA and the American Medical Association has urged legislative action to tighten controls on cigarettes so that children could not buy them.

Among resolutions adopted last month, the Committee said, "Because vending machines in isolated areas are available to children, the Joint Committee urges all agencies and organizations interested in the health of children and youth to encourage their state legislatures to enact legislation requiring the supervision of cigarette vending machines."

The Committee also expressed grave concern over teen-age health problems —"the increasing incidence of venereal disease; and teen-age indulgence in such other deleterious practices as smoking, alcohol consumption, glue-sniffing, and promiscuous sexual behavior." They called for sound school and community health programs and for increased information of these programs via the mass media.

Other resolutions included those concerned with teacher education in relation to mental health and health education and health problems in schools.

William H. Hebert

Hebert To Succeed Nixon As Secretary In Massachusetts

William H. Hebert, NEA Legislative Commission member, has been appointed executive secretary of the 32,000 member Massachusetts Teachers Association, it was announced recently by the MTA board of directors. Mr. Hebert, of Natick, has been assistant executive secretary and legislative counsel for the organization. He will succeed Hugh Nixon, Melrose, who has served in the position for 34 years and will retire in July.

A former Marine captain, Mr. Hebert was a classroom teacher in Oxford and Shrewsbury and was president of the Shrewsbury Teachers Association for two terms.

State Association In Arkansas Asks Inquiry in Conway

The Arkansas Education Association has asked the NEA Professional Rights and Responsibilities Commission to conduct a full-scale investigation in Conway, Arkansas. In addition, the AEA has declared it unethical for members of the profession "to seek employment as a superintendent or principal in the Conway school district at this time." Conway is about 40 miles north of Little Rock.

A preliminary inquiry was made in Conway by NEA Commission and AEA staff members on February 11 and 12. The AEA request for a full investigation followed this inquiry.

The AEA also issued a professional advisory which said, in part, that "in the opinion of the Arkansas Education Association legal counsel no vacancy exists either in the superintendency or any principalship in Conway."

The controversy revolves around the methods used by the Conway school board in attempting to terminate the employment of the Conway superintendent.

Virginia Membership Standards

In order to hold full professional membership in the Virginia Education Association, all new members, beginning this school year (1963-64), must have a bachelor's degree from a college which is accredited by a state or a regional accrediting agency.

Ashtabula, Ohio, Association Recognized by School Board As Agent for Proposals on Salary, Working Conditions

The Ashtabula (Ohio) Area Education Association has been recognized by the Ashtabula board of education "for the purpose of arriving at an agreement on proposals concerning salary, welfare provisions, working conditions, and problems of mutual concern." The agreement, approved by the board on January 14, provides for specific procedures and for appeal to the Ohio state superintendent of instruction.

AAEA President Arnold Erickson said following the board recognition that the association was already at work preparing itself to operate under the new agreement. He also noted that "vital assistance and encouragement" was received by the AAEA from the Ohio Education Association during the months of negotiations preceding approval of the agreement.

In brief, the procedure set up by the agreement involves, first, a written request for meetings to be submitted by the association to the superintendent or vice versa; then the holding of meetings at which data will be presented, consultants called in, and discussion held. When a consensus is reached, a joint report will be presented to the school board; if no consensus is reached, reports may be presented by either the school superintendent or the association, or by both.

Upon consensus and approval of a report by the board, the recommendations become school policy. If no agreement is reached, a board of review will be set up to hold hearings. If agreement is still not forthcoming, the appeal procedure is used.

Association in Parma, Ohio, Reports Gains In Salary, Conditions

The Parma (Ohio) Education Association, which recently was recognized by the Parma board of education as representative for the city's teachers, reported this month that four association goals had already been reached.

First of all, PEA President Ronald Daly said, teachers' sick leave pay was increased from 90 days to 180 days. Second, a payroll deduction plan for professional dues was approved. Third, a tax-sheltered annuity plan was put into effect; and fourth, a new salary schedule was effected.

The salary increases amounted to $200 for all teachers plus an additional $100 at the top salary step, thus pushing the Parma maximum to $9.000.

NEA Board Approves Ethics Code Guidelines

The NEA Board of Directors, at its February 15-16 meeting, approved tentative guidelines for implementing the Code of Ethics of the Education Profession and for strengthening professional rights. These tentative guidelines will now be reviewed by state education associations, state and national departments of classroom teachers, and other professional groups. The Board of Directors will again consider the guidelines at Seattle in June. If they are approved, general distribution will follow.

Student NEA Among Groups in Conference

The Student NEA is one of six national professional student organizations which have recently formed the National Conference of Professional Student Organizations. Purpose of the cooperative group is to exchange information on professional organizational techniques and problems, and on service and professional programs for their respective memberships.

Involved are more than 300,000 members of the six organizations which include also the American Dental Association (student section), American Law Student Association, American Pharmaceutical Association (student section), National Student Nurses' Association, Inc., and Student American Medical Association.

The Student NEA will be host to the next annual meeting of the Conference in September 1964. The meeting will be held in Washington, D.C., officials said.

Official Actions Regarding Unsatisfactory Educational Conditions

Below is a current listing of the names of school districts or systems where a state education association or the NEA has notified members of the profession and the public that unsatisfactory educational conditions exist.

Association	District or System
• National Education Association	Overseas Dependents Schools
• New Mexico Education Association	Springer, N. Mex., public schools

The California Teachers Association reported that, effective on January 28, the Little Lake, California, school district was no longer considered a district where unsatisfactory educational conditions exist. (See story on page 2.)

The Connecticut Education Association reported that, effective on February 6, the Waterbury, Connecticut, public school district was no longer considered a district where unsatisfactory educational conditions exist. (See story on page 1.)

CURRENT

What's Going On in TV, Radio, Press, and National Magazines

Television

Mr. Novak—Tuesdays, NBC-TV, 7:30 P.M., E.S.T. *March 3*: "How Does Your Garden Grow?" A pert, self-proclaimed "misfit" joins the Jefferson High faculty. *March 10*: "The Tower." The problems facing a teacher who is forced to retire after 37 years. *March 17*: "One Way To Say Goodbye." Mr. Novak helps restore the marriage of a former student. *March 24*: "Day in the Year." A student becomes a narcotics addict.

The Great Adventure—Fridays, CBS-TV, 7:30 P.M., E.S.T. *March 6*: "The Pathfinder," John Charles Fremont's early experiences in California with Johann Sutter. *March 13*: "The President Vanishes," Grover Cleveland's secret operation. *March 20*: "The Henry Bergh Story," historical fight against cruelty to animals. *March 27*: "Go Down, Moses," repeat.

Do You Know?—Saturdays, CBS-TV, 12:30 P.M., E.S.T. *March 7*: "The Science of Life" by Lois and Louis Darling. *March 14*: "Water for People" by Sarah Riedman. *March 21:* "The FBI Story" by Don Whitehead. *March 28*: "The Golden Book of Astronomy" by Rose Wyler.

Exploring—Saturdays, NBC-TV, 1 P.M., E.S.T. *March 7*: "Lorenzo de'Medici." *March 14*: "Mark Twain." *March 21*: "Confucius." *March 28*: "Jesse Owens."

Discovery '64—Sundays, ABC-TV, 1 P.M., E.S.T. *March 8*: pre-empted. *March 15*: "The Day Life Begins." *March 22*: "The Strange World of Outer Space." *March 29*: "The Cowboys Who Used To Be."

New York Philharmonic Young People's Concert—CBS-TV, Wednesday, March 11, 7:30 P.M., E.S.T. "Jazz in the Concert Hall."

NBC White Paper — NBC-TV, Thursday, March 12, 7:30 P.M., E.S.T. "Adam Clayton Powell," his Congressional and civil rights careers.

The Thousand Mile Campus—NBC-TV, Sunday, March 15, 10 P.M., E.S.T. Study of California's tuition-free higher education system.

One of a Kind—CBS-TV, Sunday, March 15, 4 P.M., E.S.T. Professor John Hope Franklin, Brooklyn College, lectures on the Reconstruction era.

The Saga of Western Man—ABC-TV, Sunday, March 29, 7:30 P.M., E.S.T. "1964," explores critical position of mankind today.

Magazines

McCall's—*March*. Andre Fontaine discusses northern student movement in "The Remarkable Story of the Dropouts and the College Students."

Good Housekeeping—*March*. "Why Junior Colleges Are Increasing."

Parents' Magazine—*March*. "Tests Can Be Wrong!" by parent of three bright students.

Woman's Day—*March*. "A Talking Typewriter: Toy and Teacher." Dr. O. K. Moore's experiment with preschoolers.

Look—*March 10*. "Julie Wants to Learn," about educational program at city and country school of Bloomfield Hills, Michigan.

The Atlantic Monthly—*March*. Oscar Handlin, Harvard history professor, asks, "Is Integration the Answer?"

NEA Panel of Consultants Advises ABC-TV On Content of Next Season's 'Discovery'

CLASSROOM TEACHERS BECOME TV EXPERTS: These five Greater New York area teachers are among fifteen elementary school teachers who served as an advisory panel to the producer and the director of ABC-TV's *Discovery* on January 28. Set up by NEA, the panel sifted ideas for topics *Discovery* might cover next fall. From left to right are **Marion Luthin,** Upper School, Englewood Cliffs, New Jersey; **Virginia L. Haycock,** Hillside School, Montclair, New Jersey; **Louise S. Vollmer,** P.S. #14, Jersey City; **Margaret Capra,** Mamaroneck Avenue School, White Plains, New York; and **Marilyn R. Harris,** Ridgeway School, White Plains.

Discovery, ABC-TV's award-winning weekly half-hour program for children (Sundays, 1-1:30 p.m., E.S.T.), will be produced next season in consultation with NEA, it was announced this month by Elmer W. Lower, president of ABC News, Special Events, and Public Affairs, and Robert H. Wyatt, NEA president. "*Discovery* has the distinction of being an entertaining education program," Mr. Lower said, "and we welcome the advice of professional classroom teachers who will help to enrich the information content of the show."

He noted that a permanent panel of elementary-school teachers has been organized by the NEA to meet regularly with Executive Producer Jules Power and his staff and offer suggestions on programing areas for the 1964-65 television season. "*Discovery* is designed to explore and participate in every facet of a youngster's interest and imagination," Mr. Power said. "Our goal is to stretch his mind, to satisfy and at the same time stimulate his curiosity about the world about him. Therefore, it is obvious that teachers who work with children day to day in the classroom can be of invaluable help to us in planning our programs. We are very pleased to have the cooperation of the NEA."

President Wyatt said that "educators who have seen *Discovery* believe that it is a program of real distinction. The NEA is delighted to have an opportunity to offer constructive suggestions in the area of high-grade children's television programing."

Give Educational TV Highest Priority, NEA, Broadcasters' Council Ask FCC

The Federal Communications Commission has been asked by the NEA and the Joint Council of Educational Broadcasting to "give the highest priorities to educational and community needs in establishing its Table of Allocations for assignments of UHF channels." More than 96 representatives of state educational television groups, national community organizations, school superintendents, and educational broadcasters attended the two-day NEA-JCEB conference in Washington, D.C., in January to consider a national policy for educational TV channel assignments made by the FCC. One of the main concerns of the conference was that television is a limited natural resource and should be conserved in the public interest.

Participants urgently requested the Secretary of Health, Education and Welfare to establish a Citizens' Commission to study representative urban and rural educational, social, and welfare needs to which UHF-TV is relevant; to study problems of the economics of educational television and the provisions of necessary support; and to study technological questions pertaining to types of broadcast systems and their relationship to educational technology and the determination of functional broadcast areas.

They asked that the results be reported to the FCC on a continuing basis.

Participants also urged actions at the state and local levels, including an inventory of local needs and an arousal of concern and understanding of the possible use of educational television.

PARENTS AND TEACHERS PLAN TOGETHER: In conference during a meeting of the Joint Committee of the NEA and National Congress of Parents and Teachers last month at NEA Center are **Mrs. Clifford N. Jenkins,** Roslyn Heights, New York, NCPT president; **Martin Tate,** Phoenix, Arizona, Joint Committee secretary; **Paul J. Misner,** Glencoe, Illinois, Joint Committee chairman; and **E. D. Trice,** Texarkana, Arkansas, NCPT treasurer and Joint Committee vice-chairman. The NEA-NCPT Committee heard reports on activities of the parent associations during the past year. They made plans for the open meeting to be held during the NEA Convention in Seattle. In a dinner address, Oliver J. Caldwell of the U.S. Office of Education made a plea for volunteers to help meet the great need for better educational opportunity in the Orient. Purcell photo, Nat'l Ed. Ass'n

New Home for Retired Teachers Set in Illinois

Recent ground-breaking ceremonies marked the first of at least three projects being planned for retired teachers in Illinois. Now under construction is Shamel Manor, the Illinois Education Association Home for Retired Teachers. A part of the present site is being set aside by the IEA for possible use as a nursing home.

Architectural plans for the new home include 80 individual units (room, bath, storage), 6 double units; and 4 double units with added living area. The home itself will include a library and an infirmary.

NEA Journal Seeks Information on Careers

The *NEA Journal* is seeking information about teachers who, after 10 or 20 or more years in an entirely different vocation, have entered teaching as a second career. If you are such a teacher, will you write a brief letter to the *Journal,* telling what your first career was and why you decided on teaching as your second. Include any other facts you consider pertinent.

Address your letter to Mrs. Eva A. Cross, 1201 16th Street, N.W., Washington, D.C. 20036.

Baltimore Teachers Commended

The Baltimore City Council recently passed a resolution commending the Public School Teachers Association, Inc., of Baltimore for its leadership in public education.

Committee of 25 Groups, Including NEA, Asks Free Use of Copyrighted Works for Education

A committee representing 25 national educational organizations, including the NEA, has proposed that nonprofit educational organizations should be allowed to use copyrighted works—free and without permission—for noncommercial educational purposes.

In testimony in mid-January to a consultants panel to the Register of Copyrights (who has been charged by Congress with bringing in recommendations for revision of the 1909 copyright law), the attorney for the educational groups proposed that "recognized nonprofit educational institutions" be allowed, "where no commercial advertising is included, nor other private financial gain is involved," to make one copy of a copyrighted work for educational purposes.

The educators' statement stressed fairness both to teachers as *users* of educational materials and to teachers as *authors* of such materials.

National Conference Held

The educational groups banded together to offer proposed revisions in the copyright law after a national conference jointly sponsored by the Division of Audiovisual Instructional Service and the Commission on Professional Rights and Responsibilities, both NEA units.

As the Ad Hoc Committee on Copyright Law Revision, the educational organizations include such national groups as the American Association of School Administrators, American Council on Education, Council of Chief State School Officers, American Association of University Women, National Educational Television and its affiliated stations, National Catholic Welfare Conference, National Association of Educational Broadcasters, National Council of Teachers of English, National School Boards Association, National Science Teachers Association, and a number of associations for foreign language teachers.

TV COMMENTATOR WINS GOLDEN KEY: 1961 Golden Key Award winner, **Admiral Arleigh Burke** (center), reminisces with this year's recipient, **David Brinkley,** NBC news commentator, and the teacher he chose to share the award with him, **Mrs. L. Burrows Smith,** retired high school English teacher of Wilmington, North Carolina. The Golden Key Award is given annually during the convention of the American Association of School Administrators to a citizen who has contributed significantly to the national welfare; the recipient of the award in turn chooses the teacher who most influenced his career.

SANCTION . . .

(Continued from page 1, column 1)

the imposition of a sanction. CEA invoked the sanction in January, thus making it professionally unethical for any teacher to accept employment in Waterbury until the situation was remedied.

The CEA sanction was temporarily suspended later in January after Waterbury's new mayor promised to seek additional school appropriations.

The restored education budget, in addition to providing for new guidance and specialized personnel, improved library facilities, textbooks, and maintenance, will establish a bachelor's degree salary schedule of $5,000 to $8,000 effective September 1. A temporary salary boost became effective January 1.

The association victory in Waterbury caps more than a year's effort by NEA, CEA, and WTA. In January, 1963, WTA and CEA asked NEA to investigate Waterbury school conditions. The NEA report, issued in May, emphasized the political control of education in the city.

In September, WTA members agreed to withhold their services from extracurricular programs in the schools. In November, a new mayor, backed by the teachers, won election. The outgoing city administration, however, was able to drastically cut the upcoming 1964 education budget before leaving office. It was at this point that the CEA acted to invoke the sanction.

"What happened in Waterbury," said Richard B. Kennan, executive secretary, NEA Commission on Professional Rights and Responsibilities, "is an excellent example of what can be accomplished when independent professional associations of teachers unite their efforts in a common cause. It demonstrates the great value of professional negotiations and of a well-organized public relations program for obtaining improved conditions in the schools for pupils and for teachers."

District of Columbia Teachers Register for Presidential Vote

"Excellent," Helen E. Samuel, executive secretary, District of Columbia Education Association, said of the turnout of 225 District teachers who registered after school hours on February 12 for the Presidential election this year. DCEA and the NEA Citizenship Committee sponsored this special campaign effort to enlist teachers in the current registration drive in the nation's capital.

Under the sponsorship of the NEA Staff Organization, 52 NEA staff members also registered, bringing the afternoon's total to 277, until then the largest group to register in the D.C. registration campaign.

Washington, D.C., residents, who have not voted in any election since the late 1800's, will be voting this year for U.S. President and Vice-President.

Teaching Career Month Materials Now in Demand

Orders began pouring in earlier than usual this year for the packet of selected material which the NEA prepares to aid local observances of Teaching Career Month.

Observed each April, Teaching Career Month focuses public attention on the importance of recruiting, selecting, preparing, and retaining the best possible teachers for America's schools and colleges. Next to American Education Week (observed annually in November to help seek public support for schools), it has become the most important public relations event of the year. Reports of proposed activities have already come in from many parts of the nation and from as far away as the U.S. Air Force high school at Dreux, France, according to the NEA Publications Division.

The TCM packets, which include booklets, posters, leaflets, and display items, are available for $2 each from Publications-Sales, NEA, 1201 16th St., N.W., Washington, D.C. 20036.

Billed orders will have shipping and handling costs added to them.

'New Directions' Theme

Industrial Arts Group To Hear Diebold

One of the nation's leading authorities on automation, John Diebold, will be a principal speaker at the 26th national convention of the American Industrial Arts Association, NEA, March 30-April 3 in Washington, D.C.

With addresses keyed to the meeting's theme, "New Directions for Industrial Arts," other speakers will include John C. Flanagan, principal investigator for Project Talent, Commissioner Ewan Clague of the Bureau of Labor Statistics, and Harold Benjamin, emeritus professor of education at George Peabody College.

Holding sessions March 30-31 are three affiliates of the AIAA: the American Council on Industrial Arts Teacher Education, the American Council of Industrial Arts Supervisors, and the American Council for Elementary School Industrial Arts.

This year for the first time the Association will publish a *Proceedings* of the conference.

NAMES IN THE NEWS

LIFE MEMBER OF THE NEA AND AASA, **Walter D. Cocking,** died January 14 at his home in Mamaroneck, New York. Dr. Cocking, a former Commissioner of Education in Tennessee and a former editor of *School Executive,* was, at the time of his death, editorial consultant for *American School and University.* . . . **Henry J. Bindel, Jr.,** former science teacher at Whittier Junior High School in Flint, Michigan, is new director of professional services for the National Science Teachers Association. . . . **Florence Beardsley,** until recently state director of elementary education in Oregon, has joined the staff of the NEA Department of Elementary-Kindergarten-Nursery Education on an eight-month special assignment. . . . **Elmon S. Ousley,** 1963 Teacher of the Year, who has been on leave this past term to work on NEA's Project 64 membership drive, has returned to his teaching job in Bellevue (Washington) High School. . . . **Elizabeth Bouey-Yates,** a former public school and college teacher and Teach Corps participant in Sierra Leone, is now with the NEA Committee on International Relations to work with overseas visitors and on the Teach Corps projects this summer. . . . NEA salary consultant, **Robert W. McLain,** has taken over duties as NEA teacher welfare consultant. He will continue as NEA contact for teachers in overseas schools. . . . New president-elect of the NEA Department of Audiovisual Instruction is **Donald P. Ely,** Syracuse (New York) University. He will take over as president in 1965-66 from the 1964-65 president, **Mendel Sherman,** Indiana University, Bloomington. . . . **Joe A. Chandler,** Washington Education Association's executive secretary for 24 years, who is retiring, has submitted his resignation from the post, effective December 31, 1964. . . . **Elizabeth D. Griffith,** who retired in January as school psychologist for the District of Columbia Public Schools, has been named to the newly created position of assistant executive secretary of the District of Columbia Education Association. Miss Griffith is a member of the NEA Resolutions Committee. . . . Taking office as new presidents of state associations are **Helen Blackledge,** Indiana State Teachers Association; **Mary E. Gallagher,** New Mexico Education Association; **Henry J. Stoudt,** Pennsylvania State Education Association; **Raleigh R. Steinbach,** South Dakota Education Association; **Elizabeth Little,** Texas State Teachers Association; **T. C. McSwain,** Virginia Education Association; **Allen Anderson,** Wisconsin Education Association; **Glenn Livingston,** Wyoming Education Association; **Kenneth LeMoine,** Colorado Education Association; **Cal J. Sutherland,** Nebraska Education Association; and **Dana Swick,** Tennessee Education Association.

NEA Membership Tops All Previous Totals

NEA membership now tops all previous totals. On February 13 Association membership reached 867,064, which is 35,682 ahead of enrollment on the same date a year ago. The new total is 7,559 above the May 31, 1963, end-of-the-year total of 859,505.

April Is Seventh Annual Teaching Career Month

NEA REPORTER

PUBLISHED BY THE NATIONAL EDUCATION ASSOCIATION

VOL. 3, NO. 3 | MARCH 20, 1964 | 7 | WASHINGTON, D. C.

Bremerton, Washington, Teachers Oust Union

Iowa Teachers Invoke Sanction In Pleasantville

The Iowa State Education Association has invoked a professional sanction against the Pleasantville, Iowa, school district. At issue is Pleasantville school board interference with teachers' academic freedom, the ISEA said.

Last month, the ISEA Delegate Assembly voted overwhelmingly to grant interest-free loans for one year for graduate work to Pleasantville staff members who resigned. Fourteen had announced their resignations, effective in June. A total of 34 teachers are employed in the district.

Ask Consistent Policy

Now, after an investigation of the conflict between board members and Pleasantville staff members, the ISEA announced the following action: "That until there is a consistent board policy that assures educators the right to evaluate student achievement, those members of the ISEA who accept positions at Pleasantville under present circumstances can hardly expect the support of their profession; that until there is clear evidence of a guarantee by board policy that individual members of the board of education will respect the right of the educator to make those decisions that by training and experience he is most qualified to make, those who accept positions with the Pleasantville School District do so at their own professional risk."

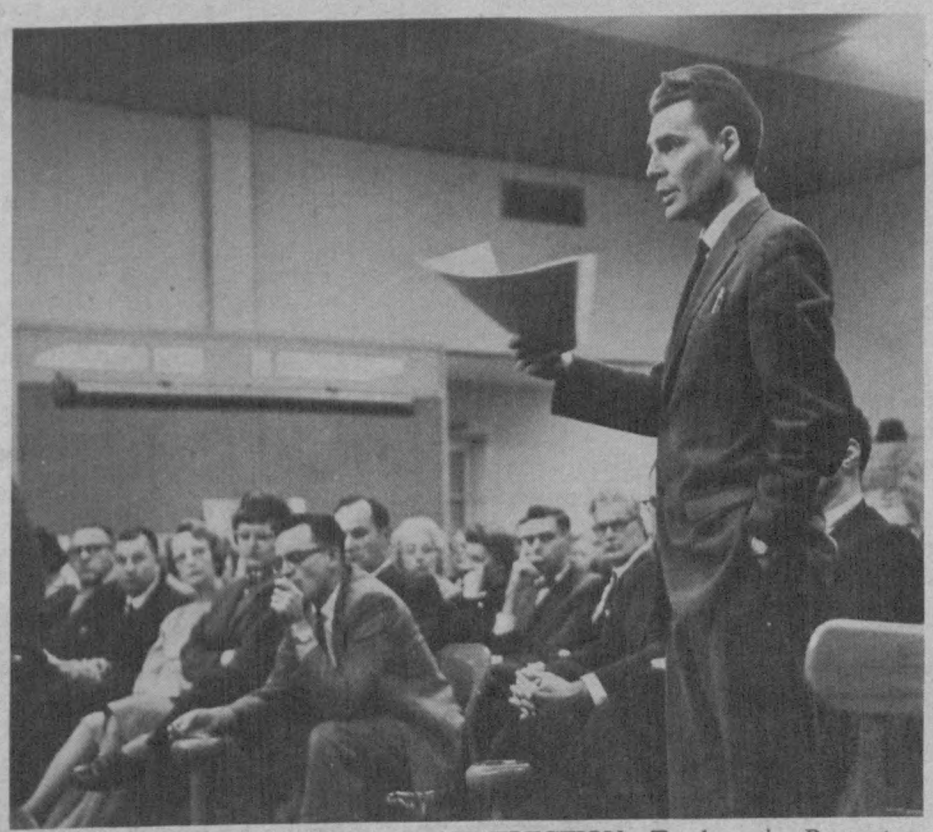
Freedom To Teach

ISEA also defined what it meant by a professional sanction: "a discipline used to correct conditions detrimental to an effective teaching situation."

ISEA also announced that when there is "clear evidence" that teachers in Pleasantville will be guaranteed the freedom to teach and to evaluate the result of that teaching, the state association will notify its members.

The inclusion of the following paragraph in the teacher's contract in Pleasantville would constitute such clear evidence, ISEA said: "The teacher in this school district is guaranteed the academic freedom to teach those subjects which by professional training he is licensed to teach; to evaluate the results of his teaching consistent with a policy adopted by the Board of Education and acceptable to the professional staff."

Individual school board members in Pleasantville have "on several occasions" instructed the superintendent to carry a directive to a particular teacher, the ISEA reported. On one occasion a board member entered a teacher's classroom and told the teacher he could specifically not teach certain subject material.



A PROFESSIONAL CALLS FOR AN ELECTION: Teachers in Bremerton, Washington, on February 28 voted out a teachers' union that had been in control for 19 years and selected the Bremerton Education Association as their exclusive representative. **Don Fry** (standing, above), BEA president, presented the association's point of view at a public school board meeting prior to the election.

Bremerton Sun photo.

NEA, Overseas Teachers Bring Suit Against Defense Department in Move To Require Increased Teacher Pay

NEA, the Overseas Education Association, and three overseas teachers have filed suit in the United States District Court in an attempt to require the U.S. Defense Department to pay teachers in the overseas dependent schools the salaries specified by law and by the Department's own regulations. The suit was filed on March 2.

The action seeks to require that the Defense Department pay overseas teachers in accordance with a law passed by Congress in 1959 which was intended to bring these teachers' salaries up to a level comparable to salaries paid teachers in the nation's large cities.

Salaries of teachers in large cities now average about $6,600. In the overseas schools the average salary is about $4,720. About 6,300 teachers serve in the overseas schools.

Defendants in the action are Secretary of Defense Robert S. McNamara and the Secretaries of the Army, Navy, and Air Force.

Action Not Taken Lightly

In announcing the suit, NEA Executive Secretary William G. Carr stressed that "the Association has not taken this action lightly. We are not happy about having to institute suit against a department of the federal government. But apparently this now is the only avenue open in order to correct the inequity in the pay scale of overseas teachers."

NEA twice in 1963 issued an Urgent Advisory cautioning prospective teachers about accepting positions in the overseas schools.

Dr. Carr also stressed that the suit is against the Defense Department solely. He also said that, "although our immediate purpose in the suit is to get the Defense Department to implement its own salary policy, this is not our sole concern. For serious barriers to quality education exist in the overseas schools operated by the Defense Department—the schools which the children of our servicemen attend."

The NEA Executive Secretary pointed out that it has already been "more than a year" since a Defense Department survey team studied the overseas schools and reported a need for improvement in their quality. (The six-member survey team included Michigan Superintendent of Instruction Lynn M. Bartlett, NEA Research Division Associate Director Hazel Davis, and Waurine Walker, former NEA president who is now assistant director for teacher education and certification, Texas Education Agency.)

(See SUIT FOR OVERSEAS TEACHERS, page 2, column 1)

Choose Local Association By 241-106

Teachers in Bremerton, Washington, decided on February 28 that they had had enough of teacher unionism. They voted 241 to 106 to end the 19-year reign of the local union group and to be represented exclusively by the Bremerton Education Association, an affiliate of the Washington Education Association and the NEA. The decision was made with 91 percent of all Bremerton teachers voting.

Bremerton thus becomes the 17th area in Washington now serving under a professional negotiations agreement.

Commenting on the Bremerton victory, Allan M. West, NEA special assistant for urban areas, said, "The decision of these teachers is doubly meaningful. First, it is significant because it points up the continuing trend to professionalism in Washington and in the nation. Second, it has meaning because these teachers have been represented by a union group since 1945. They have had an opportunity to see what a teachers' union can do, and as a result they have chosen to change to professional methods."

The Bremerton campaign was fought on the issues of professionalism and ability to serve the teachers. The Bremerton Education Association declared that it believes "that teaching is a profession whose first concern is for the youth it serves. While we have the highest regard for skilled laborers and we fully recognize their vital role in our society, we know also that teaching is not a clocked task, nor is it simply folded up at the end of the day to be unfolded in the morning.

"Teaching is a lifetime commitment," the BEA maintained, "as is medicine, the ministry, or law. Pro-

(See BREMERTON, page 8, column 3)

Inside This Issue

Music Educators' project announces grants, fellowships. **See page 2**

President's poverty war expected to emphasize education. **See page 3**

TEPS secretary calls *Time* magazine to task for distortion. **See page 4**

"Our Schools Have Kept Us Free" premieres in April. **See page 6**

Public Relations Association grant program under way. **See page 7**

TEPS begins new project on continuing education. **See page 8**

Suit for Overseas Teachers . . .

(Continued from page 1)

"The physical conditions in some of the schools are still deplorable," Dr. Carr said. "Supply problems are still almost overwhelming. Out-of-date textbooks are still being used in science classes. Special teachers are still in short supply—and being cut back further in some areas. [Some teachers have been dismissed and sent home already this year, as a result of financial problems in the schools.] Principals are still smothered in unnecessary paper work. Teachers are still teaching subjects in which they are fully unqualified. There are still few provisions for the education of either handicapped or superior children. And a completely unrealistic per-pupil limitation is still on the books."

At Issue Is Per-Pupil Limit

The Defense Department, according to the suit, has refused to pay salaries the law requires on the ground that annual defense appropriation acts have fixed a per-pupil expenditure limit which does not permit full payment of salaries. The per-pupil limit for the current year is $285; in the nation's big cities comparable per-pupil expenditures are $320.

The suit challenges the Defense Department contention that the limitation bars implementation of the 1959 act dealing with salaries. It points out that this contention has not been advanced to bar full salary payments to those employees of the overseas schools whose compensation is governed by Civil Service statutes.

In addition, the suit points out several ways in which the Department could manage to pay the legally required salaries, and asserts that the limitation is no bar to such payment.

Responsibilities to 150,000 Children

"We hope that our appeal to the courts for justice on behalf of the overseas schools will awaken the Defense Department to its responsibilities to its teachers," Dr. Carr said. "Most of all, we hope it will awaken the Defense Department to its responsibilities to the 150,000 American children whose parents have been assigned to overseas duty.

"We appreciate fully the tremendous burden carried by our Defense Department in its primary mission. We trust that ultimately the equity in this case, involving only a tiny proportion of the Defense Department's worldwide operations and financial resources, will be recognized by the responsible officials of the Department."

The three individual teachers who are plaintiffs in the suit are Christine Mitchell, Frankfurt; Cecil Driver, Oslo; and John Aliano, Naples.

ANNOUNCEMENT—LEGAL ACTION FOR OVERSEAS TEACHERS: On March 2, **NEA Executive Secretary William G. Carr** told reporters called to a press conference at NEA Center that a suit had been filed against the Defense Department in an attempt to require the Department to pay overseas teachers the salaries specified by law. Dr. Carr stressed that the action was not taken lightly. "Today, after nearly three years of effort, we have exhausted virtually every means of redress except one—legal action," he told reporters. The suit asks that a writ of mandamus be issued, requiring that the Defense Department pay teachers in the U.S. overseas schools on the salary scale laid out under the Defense Department Overseas Pay and Personnel Practices Act. In the background of the photo above is **Roy K. Wilson**, director of NEA's Press, Radio, and Television Division.

Purcell photo; Nat'l Ed. Ass'n.

OVERSEAS OFFICERS AT WORK: Concentrating on a problem during a 12-hour executive committee meeting February 15 of the Overseas Education Association are (left to right) **Irving Hansen,** Munich, Germany, OEA secretary; **Leo Brown,** Chateauroux, France, editor of the *OEA Journal;* and **Cecil Driver,** OEA president. Driver will become the first OEA executive secretary at the expiration of his term as president later this year. Now an elementary teacher in the American elementary school at Oslo, Norway, Driver plans to move to Weisbaden, Germany, to be nearer the concentration of overseas teachers. He will continue to teach full time, doing his executive secretary chores in his free time. A separate room at his house will be set aside as the OEA office, and a full-time clerk-stenographer will be hired to man the office. The OEA executive committee, meeting in Frankfurt am Main, Germany, passed resolutions demanding full implementation of the Defense Department Overseas Teachers Pay and Personnel Policies Act; congratulating the Milwaukee Teachers' Education Association on its representation victory; and expressing "sincere gratitude" to NEA for all its help. Stoffel photo; Nat'l Ed. Ass'n.

Grants for Seminars, Pilot Projects, Composers' Fellowships Announced By Project of NEA Music Educators

Four grants for music education seminars, two grants for pilot projects in public school systems, and fellowships to ten composers have been announced recently by the Contemporary Music Project for Creativity in Music Education of the Music Educators National Conference, an NEA department.

Receiving the seminar grants are the Schools of Music of the Ithaca (New York) College and the University of Wichita, Kansas; the Berkshire Music Center, Tanglewood, Massachusetts; and the Aspen (Colorado) School of Music. The seminars are designed to train prospective teachers in the technique and literature of contemporary music, promote its use, and prepare teachers in its presentation to school children.

Pilot projects in Baltimore, Maryland, and San Diego, California, public schools have been scheduled for the spring semester of 1964. These projects, experimental and exploratory in nature, will deal with contemporary music and creativity in the elementary and junior high schools.

Ten young American composers awarded fellowships to reside at selected school systems for the 1964-65 school year to create music for the school systems' performing groups are Frank Brazinski, at Alderwood Manor, Wash.; Richard Felciano, Detroit; Karl Kroeger, Eugene, Oreg.; Monte Tubb, Fulton County, Atlanta; John Davison, Kansas City, Mo.; Charles Fussell, Newton, Mass.; Gregory Kosteck, Norwalk, Conn.; David Maves, Raleigh, N.C.; William Valente, San Mateo, Calif.; and Herbert Bielawa, Spring Branch, Houston, Texas.

Extensive Salary Gains Won by Association In Pennsylvania Town

The College Area Teachers Association, in State College, Pennsylvania, recently recommended and won extensive improvements in teachers' salaries. The newly approved salary schedule adopts the index system recommended by NEA's salary consultants and raises salaries nine percent over the 1962-63 schedule.

For teachers at the top of the bachelor's scale in State College, the new schedule means a new maximum of $7,200. The new top maximum in the system is $9,222.

The salary schedule was approved following a report by a special CATA salary committee before the College Area Board of Education. The board approval concluded an intensive three-month study effort by the board, CATA, and school administrators.

NEA Salary Consultant Robert McLain, who attended the board session, described the new schedule as "a great step forward." Chairman of the CATA salary committee was Helen D. Wise.

Post-NEA Convention Tours To Include Stops In Victoria, Kotzebue, Skagway, Whitehorse

Trips of from one to 15 days are being offered as post-NEA Convention tours this summer from Seattle. Arranged by the NEA Division of Educational Travel, the tours include:

One- and two-day trips to Mt. Rainier or Victoria, British Columbia.

A five-day trip to Victoria, British Columbia, Olympic National Park and Peninsula, Washington.

A nine-day air trip to Fairbanks, Anchorage, Nome, and Kotzebue.

A twelve-day air trip to Hawaii, including two of the Outer Islands.

A fifteen-day bus, ferry, and rail trip to Alaska via the new Alaska Ferry System to Skagway and the White Pass and Yukon narrow-gauge railroad to Whitehorse.

For further information write the NEA Division of Educational Travel, 1201 16th St., N.W., Washington, D.C. 20036.

PR&R Team Investigates Arkansas School System

An NEA Commission on Professional Rights and Responsibilities eight-man team this week investigated school conditions in Conway, Arkansas. The investigation follows a preliminary inquiry made last month at the request of the Arkansas Education Association and individuals in Conway.

Youngstown, Ohio, Pay Up to $9,700

Teachers in Youngstown, Ohio, received salary increases up to $1,100 this month as the result of the efforts of the Youngstown Education Association. The teachers' maximum salary in the city now is $9,700.

With the assistance of an NEA salary consultant, the YEA prepared a salary proposal last month. The school board accepted the proposals on March 2 and made them effective immediately.

Emphasis upon Education, Training of Youth Expected in Johnson's War Against Poverty

SECRETARY UDALL PRESCRIBES FOR TEACHER-POLITICIANS: A comment from the audience provokes smiles from **U.S. Secretary of the Interior Stewart L. Udall** and **Daisy Horne,** chairman of the civic affairs committee, Cleveland Education Association, during the three-day Political Clinic for Teachers held in Cleveland February 28 through March 1. Keynoter Udall gave teachers his ideas on political involvement and answered their questions.

Cleveland Politics Clinic Draws 250; Secretary Udall Offers His Advice For Teachers' Political Involvement

Advice for teachers in politics: Go in armed with facts, play fair, be partisan first on behalf of good schools, dare to make value judgments on candidates and issues, be prepared to work with political parties and other groups, too. This prescription for teachers seeking to flex their political muscles was offered by U.S. Secretary of the Interior Stewart L. Udall to participants in the first Political Clinic for Teachers, held in Cleveland, Ohio, early this month.

Sponsored by four units of the National Education Association and by the Cleveland Education Association and the Ohio Education Association, the three-day clinic drew more than 250 participants from 34 states and the District of Columbia.

More than 150 of these were classroom teachers, 17 were school counselors, 30 were administrators, and about 40 came from local, state, or national association staffs.

Why should teachers seek to sharpen their political skills?

"Because," said Thomas E. Robinson, president of Glassboro (New Jersey) State College, and chairman of the NEA Citizenship Committee, "the biggest and most important educational decisions today are being made . . . in legislative corridors and city halls —and teachers must learn to use their political power intelligently to influence those decisions."

NEA President Robert H. Wyatt, speaking in the same vein, told clinic delegates that the modern school system is entirely a "political product" dependent on legislatures for its money and on elected officials for its policies.

And T. M. Stinnett, NEA assistant executive secretary for professional development and welfare, urged teachers to cast off their "civil servant, hired-hand image" and their traditional role as "impotent political entities."

NEA sponsors of the clinic were the Citizenship Committee, the Urban Project, the Federal Relations Division, and the Professional Rights and Responsibilities Commission.

879,000th Member Is Florida Teacher— Total 20,000 Ahead

Robert Lentz, classroom teacher of 510 Perviz Ave., Miami, Florida, is NEA's 879,000th member for 1963-64. His membership was one of five carried to NEA Center by Alan G. Stratton on March 6 when he came for a committee meeting on NEA's urban services. (See photo at right, below.)

NEA membership is now approximately 20,000 ahead of last year's total—and still is climbing. Largest gain, to date, is in the state of Washington. Latest state to go over its 1964 Campaign Goal is Missouri.

Many states are in the midst of spring enrollment campaigns with good response not only from teachers employed at midyear but also from some whose budgets were close last fall. Those enrolling now are assured of a full year of service, for the *NEA Journal* and NEA Reporter are mailed to the anniversary date of first enrollment. That is why association leaders confidently say, "Anytime is enrollment time."

Flint, Michigan, Association Seeks Executive Secretary

Closing date is May 15 for applications for a new position, full-time executive secretary, with the Flint (Michigan) Education Association. For information about the position write Miss Marilyn Steele, Selection Committee, FEA Office, 314 Avon Street, Flint.

President's Special Message To Give Details; Provisions May Include Funds To Improve Teaching, Counseling in Impoverished Areas

President Lyndon Johnson is expected momentarily to spell out the details of his much-heralded campaign against poverty in the United States in a special message to Congress. The message will outline Mr. Johnson's views on how the problem should be attacked and the organization for carrying it out.

Details of the Administration's program had not been made public at press time, but it is known that much of the emphasis will be on education and training of unskilled, unemployed, and needy youths. The President's anti-poverty message and legislation to carry out the program are being drafted by R. Sargent Shriver, special White House assistant for organizing and directing the poverty program.

John Lumley, director of the NEA Division of Federal Relations—while emphasizing that the poverty proposal is still subject to considerable revision before it is introduced in Congress—said on March 16: "It is generally believed that the overall poverty program will be flexible. That is, one section of the nation may wish to use most of its money to provide better education for young people. Another may think its primary task is to retrain adults for available jobs. Most areas probably will seek to tackle the problem from every angle—such as education, better housing, health clinics, and job-placement outlets. Also, I feel that the obligatory 'matching' requirements will be less rigid than in any existing federal-state program with that requirement."

Dr. Lumley added: "The Administration's anti-poverty bill will probably be wrapped up in a single bill and will be introduced in Congress sometime during the week of March 16. We expect that the omnibus bill will go to the House Committee on Education and Labor, chaired by Rep. Adam Clayton Powell (D-N.Y.), and the Senate Committee on Labor and Public Welfare, chaired by Sen. Lister Hill (D-Ala.).

"While we at the National Education Association have no assurance that any of the following education provisions will be contained in the final poverty bill—or that the final bill will be limited to these education provisions—we do know that the following possibilities are presently under consideration by Mr. Shriver and his aides:

- "Part of the Administration's approach to the problem of poverty will include special school aid funds to improve the quality of teaching, training,

(See POVERTY WAR, page 8, column 3)

NEA and the Poverty War

In the March *NEA Journal,* in an article, "Next Steps in Federal Aid," Robert H. Wyatt, NEA president, states the NEA's position on the Johnson Administration's proposed war on poverty: "Details of the Administration's campaign against ignorance and deprivation are still being developed at this time. As new measures are introduced, the NEA will make every effort to support all education provisions which are within the Association's established legislative policy."

Miss Reba I. Anderson, chairman of the NEA Legislative Commission, told the NEA Reporter that "at this time little can be added to President Wyatt's evaluation of the situation. The Legislative Commission and the NEA Division of Federal Relations are closely following developments with regard to the Administration's poverty program and will keep NEA members informed of Association action in support of or opposition to specific proposals."

PROJECT 64 SPECIAL DELIVERY: Miami, Florida, NEA member, **Alan G. Stratton** (center) receives his Project 64 Performance Certificate by "special delivery"—directly from **Field Representative Dean Streiff** (left). Mr. Stratton brought to the NEA Center the five applications and checks, representing completion of his Project 64 commitment, shown here in the hand of **NEA Membership Director Ivan Booker** (right). Purcell photo, Nat'l Ed. Ass'n

Time Magazine Called to Task for Distortion By Executive Secretary of TEPS Commission

Letter by Davies Denies 'Brawl' Between Conant and Educators, Urges Continuing Critical Debate

Don Davies, executive secretary, National Commission on Teacher Education and Professional Standards, NEA, has called *Time* magazine to task for distorted reporting. Dr. Davies, in a letter to Roy Alexander, editor, and Otto Fuerbringer, managing editor of *Time*, cited the magazine's coverage of the convention of the American Association of Colleges for Teacher Education, which appeared in the February 28 *Time* under the heading "Conant v. the Establishment."

This report, said Dr. Davies, was an "effort to reduce to the status of a barroom brawl the stimulating dialogue concerning the education of American teachers which has been going on in informed quarters since publication of Dr. Conant's book on that subject.

"The fact of the matter is, of course," Dr. Davies wrote, "that Dr. Conant himself does not equate his recommendations with the tablets handed down from Mt. Sinai. As he wrote in *The Education of American Teachers:* 'These chapters are not to be taken as blueprints of the one and only way of preparing classroom teachers. . . . There may well be alternative programs which would be as good, or better.'

"The National Commission on Teacher Education and Professional Standards (TEPS), sponsored by the National Education Association, stated recently in a policy paper: 'The teaching profession must be open to diverse and conflicting opinion. Every proposal must stand the test of critical analysis. Free and responsible examination of many points of view is in the best tradition of both the scholarly approach and the democratic ideology. From such evaluation of conflicting notions comes the best chance for viable means of self-improvement.'

Conant Proposals Discussed

"Consistent with this point of view," he continued, "the Commission in December and January held regional conferences where more than 2,000 educators discussed Dr. Conant's proposals at Boston, Miami Beach, Chicago, Dallas, Omaha, San Diego, Washington and Portland, Oregon. The Commission will publish this week, in the *Journal of Teacher Education*, a 45-page symposium on Dr. Conant's book written by the president of the State College of Iowa; the dean of the faculty and professor of philosophy and religion at Antioch College; the director of teacher education and certification for the New Jersey State Department of Education; the executive secretary of the American Association of Colleges for Teacher Education; the vice president of Webster College; the superintendent of public schools, Montgomery County, Maryland; a professor of English at the University of New Mexico; the curriculum director of Riverview High School, Sarasota, Florida; a professor of history and philosophy of education at the University of Minnesota; and by an assistant executive secretary of the National Education Association.

"In his book Dr. Conant said: 'On the national level, the TEPS Commission, which I have described as the strongest national political group actively concerned with teacher education, has consistently turned over its speaker's platform to its most vocal critics.'

Hardly a "Slugging Match"

"Because Dr. Conant is a distinguished educator, and because his book provides a useful focus for the thoughtful, animated and productive discussions about teacher education which have engaged the profession recently, the American Association of Colleges for Teacher Education, whose member institutions prepare more than 90% of public school teachers, invited him as an honored guest to deliver the fifth Charles W. Hunt lecture at its Chicago convention. This hardly comports with the slugging match your reporter attempted to picture.

"Your writer says that NCATE (the National Council for Accreditation of Teacher Education) is NEA's 'own,' implying a *sub rosa* relationship that bodes ill for high educational standards. This is completely false. Although the NEA helped start NCATE, it is an autonomous agency. Of NCATE's 19 council members, 10 represent the colleges themselves. Of the other 9, one is appointed by the National School Boards Association, one by the Council of Chief State School Officers, one by the National Association of State Directors of Teacher Education and Certification, and six by the National Education Association upon recommendation of its National Commission on Teacher Education and Professional Standards.

"What I'm saying and what I take Dr. Conant to be saying is that the education of teachers deserves to be something more than a step-child in higher education. We will make progress in improving teacher education across the board to the degree that higher education commits itself to this enterprise as one of its chief responsibilities.

"We need neither propaganda nor cover-up. Teacher education does need improvement. We should develop new social and educational policy and commitment which will insure that teacher education receives the kind of support and attention that it must have to serve properly the needs of individuals and of the nation in the last half of the 20th century.

"As a major purveyor of news and shaper of public policy, *Time* should play a responsible role in presenting a clear and undistorted picture of educational problems in the nation."

Roy Alexander
Editor, Time magazine

Don Davies
Executive Secretary, NCTEPS

Otto Fuerbringer
Managing Editor, Time

Conant, in Lecture at Teacher Education Meeting, Reiterates His Doubts on NCATE Accreditation

The annual meeting of the American Association of Colleges for Teacher Education was opened in Chicago last month by the fifth Charles W. Hunt lecture. James B. Conant, Harvard University president emeritus and author of *The Education of American Teachers,* delivered the lecture. Following are excerpts from his remarks:

"To put it bluntly, I would recommend to any faculty group or college president who asked me that the institutions in question refuse to receive an NCATE visiting team. As NCATE is presently constituted the issue is quite clear. If the state's decision as to what programs are to be approved is to be determined by the judgment of a national commission, clearly dominated by a *single* interest group and relying largely on the reports of an outside team assembled for a two or three day visit, then NCATE is the answer. In this case the state board has said in effect, 'When a commission chosen largely by organizations affiliated with the National Education Association tells us that it has read a description of a teacher education program, that it has been advised by a team made up largely of professors of education who visited the campus for two days, and that it has concluded that teachers prepared on that campus can safely be hired by the public schools of this state, we are content with their judgment.'

"Personally, I am not content with such a judgment. Indeed, I do not believe that the representative of any *single* discipline should have such power in determining who should be certified. While it is true that the 'professional educators' are particularly suspect in some quarters, so far as I am concerned I should be unhappy if *any* special interest group persuaded the state board that it should automatically certify as a high school teacher any graduate of an institution accredited by them through a process such as that used by NCATE. If one really believes that 'teacher education is a whole university function,' he must, I think, conclude that *all* the relevant university departments should be represented when certification decisions are made.

". . . It is quite clear that the only group which can maintain effective control of what actually occurs in college or university classrooms is the college or university faculty itself. There is no escaping our dependence on them. But it is equally clear that the responsibility for certifying teachers rests with the state and this responsibility neither can, nor should, be taken lightly. Finally, the 'payoff' in any teacher education program is in the classrooms of local school districts. Here will lie the ultimate test of the program, and here, too, must occur a significant element of the program itself: the clinical experience.

"So we are led to a program which involves the participation of the college and the public school system under the supervision of the state: a state approved program. But we have already seen that if the state attempts to regulate the entire teacher education program it runs into an impossible task. What we clearly need is a more *restricted state approved program approach.*"

NEA REPORTER

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THEIR COMMON BOND—AN INTEREST IN THE EDUCATION OF AMERICAN TEACHERS: During the annual meeting of the American Association of Colleges for Teacher Education last month, **Edward C. Pomeroy,** AACTE executive secretary, and **James B. Conant,** Harvard University president emeritus, discuss the continuing dialogue on teacher education in the United States. Dr. Conant, author of *The Education of American Teachers,* delivered the fifth annual Charles W. Hunt lecture during the meeting.

Taylor Calls Conant Approach Narrow, Chase Labels It 'Addressed to Yesterday'

The day following James B. Conant's delivery of the annual Hunt lecture during the American Association of Colleges for Teacher Education (excerpts from which appear on page 4), two speakers reacted to his proposals. Portions of their reactions follow.

Harold Taylor, former president of Sarah Lawrence College, spoke first:

"My trouble with Mr. Conant's theme is . . . almost total. I do not think [the quarrel between the academics and the professional educators over how teachers should be certified and who should certify them] is at all the crucial issue in the education of teachers. . . .

"The accreditation problem is, of course, important; and it is, of course, true that the present certification is, as Mr. Conant says, bankrupt in many states. . . . But to treat so important a subject as the education of teachers solely within the narrow environment of matters having to do with the academics and their bureaucracies and the readjustment of the agencies, requirements, courses and credits, is to define education itself as an administrative means for transmitting knowledge and certifying academic achievement.

"Secondary Matters"

"The importance which has been attached by the public and by educators to these secondary matters raised by Mr. Conant . . . has distracted both educators and the public from the real issues which must be faced if the American educational system is to do what the society is crying out for it to do.

"I believe that the purpose of education is to make people sensitive to the conditions of their own existence, and to the situation of man in the world. . . . When we think in this context and move out of the academic universe of discourse, we find that Mr. Conant's book affirms and strengthens the present academic structure in its most conservative tendencies."

After Dr. Tavlor's remarks, Francis Chase, dean of the Graduate School of Education, University of Chicago, reacted to Dr. Conant's suggestions on teacher education:

"[Dr. Conant] remarks sanguinely that 'once the quarreling educators bury the hatchet, the laymen may put their present worries aside.' At this point I enter a vigorous dissent. Cooperation is a lovely thing, but the tough problems of teacher education are not going to dissolve simply because the ravening professors of education lie down in harmony with their academic colleagues. It seems a pity that so much of Dr. Conant's efforts are directed to calming the controversy rather than to the formulation of new concepts which might give vitality to teacher education. Had his great powers been spent on the deeper issues, the report on the education of American teachers might have provided the kind of debate which, in Dr. Conant's words, 'has often been the prelude to fruitful development of new ideas.'

"It would seem wise, therefore, to direct our energies toward gaining better understanding of the complex functions of the teacher and to follow that by ways of evaluating the effectiveness of teaching with different kinds of objectives in varying situations. This would give the colleges and universities even greater freedom than under Dr. Conant's proposals, and I conclude that if Dr. Conant's proposals should be adopted, the big task would still lie ahead.

"I cannot agree with the reviewers who find boldness, or a radical solution, in Dr. Conant's report. It seems rather a partial and temporizing answer to an urgent national problem. It is addressed to yesterday instead of tomorrow."

Association of Colleges for Teacher Education Changes Structure, Voting Machinery

Reorganization, Approved at Annual Meeting, Triples Representation, Allows Ballot by Mail

Member institutions of the American Association of Colleges for Teacher Education, an NEA department, have voted to broaden and strengthen the entire structure and voting machinery of their association. AACTE officials predict that the changes will have widespread effect on the future of teacher education in the nation.

A two-year reorganization study by the association culminated at its annual convention in Chicago last month. (The 662 members of AACTE are institutions that produce more than 90 percent of the nation's teachers.)

The most significant change, according to AACTE officials, is one calling for an increase in the number of institutional representatives from one to three persons, all with voting privileges. Formerly, each institution named one representative, usually its president. In approving this change, the association accepted a recommendation that the institutional representatives include the president or other officer of the central administration and two other officials broadly interested in teacher education—one, perhaps, the officer responsible for teacher education and the other from the liberal arts faculty.

Committee Expanded

Another change increases the number of voting members of the AACTE executive committee from 11 to 13. From now on, election of the president-elect and of members of the executive committee will be by direct mail ballot with results announced at the annual meeting. Previously only representatives of member institutions actually attending the annual meeting could vote for officers.

Nomination and election of AACTE's representatives to the National Council for the Accreditation of Teacher Education will henceforth also be by direct mail ballot. A special AACTE subcommittee recommending this change said that "as the only constituent member of the NCATE composed of teacher-preparing institutions, the AACTE has special responsibility for assuring the broad and balanced representation of such institutions on the Council. . . . At the same time, the new procedures would give further voice and responsibility to the member institutions on a matter which is of deep concern to them."

In other action during the convention, delegates selected Evan R. Collins, president of the State University of New York at Albany, as president-elect, and chose Walter K. Beggs, dean, School of Education, University of Nebraska, as new member of the executive committee.

Conference in April To Examine Education Role of Latin America

Development in Latin America and its implications for educational institutions in the United States will be the focus of the Sixth Annual Conference on International Understanding, to be held April 16-18 at the University of Pittsburgh. The conference, open to all interested persons, is sponsored by the American Association of Colleges for Teacher Education, the University of Pittsburgh School of Education, and the Regional Council for International Education.

Speakers at the conference will include Arturo Morales-Carrion, special assistant to the secretary general of the Organization of American States and former Deputy Assistant Secretary for Latin American Affairs, and representatives of the U.S. State Department, the U.S. Office of Education, the Agency for International Development, and the Peace Corps.

NEA Dropout Project To Honor Lay Leaders

The NEA Project on School Dropouts this year will give certificates of recognition to laymen who have led efforts to meet the dropout problem. Three certificates will probably be given before June 30, according to the director of the Dropout Project, Daniel Schreiber.

The certificates will honor laymen who have shown imagination and creativity in developing programs to combat school dropout or in making their communities more aware of the problem, Mr. Schreiber said. The certificates will be presented during a ceremony in the community where the layman has made his contribution.

The NEA Executive Committee, at its February 13-14 meeting, approved plans for giving the certificates. An ad hoc committee decides who shall receive the certificates.

1963-64 NEA Theme—"Education for Responsible Freedom"

North Carolina, Massachusetts, Kansas Schools Win Encyclopaedia Britannica Library Awards

Winners of the Encyclopaedia Britannica School Library Awards Competition for 1964 are first, Durham (North Carolina) County Schools; second, Lexington (Massachusetts) Public Schools; and third, Prairie District Schools, Prairie Village, Kansas. The school systems are honored for progress in the improvement of their elementary school library programs.

A committee of the American Association of School Librarians, an NEA department, screens the applications for this award and selects ten school systems to submit to the Encyclopaedia Britannica Company for selection of the award winners.

'Our Schools Have Kept Us Free' Film Special Premieres on National Television April 18-26

NEA-Developed Film Dramatizes Famous Essay On American Schools by Historian Commager; Fourth in Series To Be Released to TV Stations

"For a century and a half American schools have served and strengthened the commonwealth. They provided a citizenry as enlightened as any on earth. They justified and vindicated democracy's promise. . . . they have literally made millions of Americans."

The words are those of Henry Steele Commager, renowned American historian at Amherst College. He wrote them in 1950 for *Life* magazine.

His words have now been translated by NEA into pictures and sound and will premiere on television next month. The TV film retains the title of Dr. Commager's original essay, "Our Schools Have Kept Us Free."

The new translation into a half-hour color film provides a look back over the years of privation and bloodshed and exploration in the United States, years in which the schools matched privation with courage, bloodshed with a will for freedom, exploration with a hunger for knowledge.

Dr. Commager

For American schools were, and are, unique. Dr. Commager says: "No other people ever demanded so much of education as have the American. None other was ever served so well by its schools and educators."

The filmed story of the schools starts in the Massachusetts Bay Colony, marches through revolution and civil war, strides along with the movement west and south. It sweeps forth from Ellis Island to the Americanization of immigrants. It explores the unity produced in people widely separated by nationality, customs, religion, and geography. It spotlights the creation of an informed electorate which has never succumbed to the blandishments of would-be dictators.

Dr. Commager provided both advice and ideas for the film. Felix C. Robb, president of George Peabody College for Teachers, Nashville, Tenn., served as content adviser. Producer was Vision Associates of New York.

"Our Schools Have Kept Us Free" is the fourth in a series of education specials which the NEA and its affiliated state education associates have released to TV stations throughout the country. Other films in the series have been "Summer Harvest," "The Time of Their Lives," and "All in a Lifetime."

The films are distributed through state education associations or directly from NEA Center to television stations throughout the country for scheduling. The films are also available for use in community information programs or by civic, social, business, or other community groups.

Cost for black and white prints of "Our Schools Have Kept Us Free" will be $35, and for color, $75. During the coming months, the new film will be available for loan through state associations. Requests to preview prints for possible purchase should be sent to the Division of Press, Radio, and Television Relations, NEA, 1201 16th St., N.W., Washington, D.C., 20036.

THE PROMISES HAVE BEEN KEPT: American schools were started in hope, not despair. And they've lived up to these hopes. They've fulfilled their promise. They've met their obligations. Above, the "Our Schools Have Kept Us Free" camera crew goes on location to a New Jersey classroom.

OURS WAS A NATION OF DISPARITIES: Gulfs existed between Americans of different nationalities, different creeds; custom and geography separated them. But the schools unified them, brought them together, and provided them with a common basis for understanding, a common basis for cooperation and strength. Here **Ray Long,** cameraman for "Our Schools Have Kept Us Free," takes low angle tombstone shots to show the nationality makeup of the American pioneers.

NEA Affiliate in Chicago Recognized To Officially Represent Its Members

The Chicago board of education on March 11 recognized the Chicago Division of the Illinois Education Association as the official bargaining representative for its members. The board, by a six to two vote, approved a resolution granting the recognition and calling for written procedures for resolving professional problems.

The resolution reads as follows:

"Be it resolved, that the Chicago Board of Education do recognize the Chicago Division, Illinois Education Association, as the collective bargaining agent for such teachers and educational personnel as are members of the Association or who indicate their desire to have the Chicago Division, Illinois Education Association, represent them;

"And that the General Superintendent is directed to meet with the representatives of the Association and set up a written memorandum of understanding for the orderly and speedy processing of grievances and the resolving of professional problems of those persons the Chicago Division, Illinois Education Association, represents."

Cleveland Investigation

Acting at the request of the Cleveland and Ohio Education Associations, the NEA Commission on Professional Rights and Responsibilities has agreed to conduct an investigation of conditions in the Cleveland public schools.

In its complaint asking for an investigation, the CEA listed problems concerning the role of school board members in forming school policy, community-board relations, relations between the board and the local association, and political influence on the school board.

Meriden, Connecticut, Schools Given Additional $188,000 by Special Levy

The Meriden, Connecticut, schools were given an additional $188,000 last month in an action described by Frank A. Formica, Connecticut Education Association president, as "another significant victory for education in Connecticut." The Meriden Tax Board, on February 18, approved a special tax levy to add the funds to the 1964 school budget.

It was the second special school tax levy in Connecticut towns in less than a month. On February 3, following sanction action by the CEA, the schools of Waterbury were given some $269,000 more. No sanction was applied in Meriden.

Dr. Formica praised both Meriden and Waterbury for "having successfully faced up to major educational problems at this time." He specifically lauded the "political courage and civic responsibility of Meriden's new mayor, William T. Shea, for having recommended the added appropriation and special tax necessary to provide essential guidance, reading and other specialized personnel in the Meriden public schools for the coming year, and to implement a new teachers' salary schedule.

"The CEA is glad," he said, "that the application of professional sanctions was not necessary to remedy the school budget crisis in Meriden as it had been in Waterbury."

Association in Missouri Sets Up Model Group

A Missouri teachers association has recently established a Professional Rights and Responsibilities Committee which, according to Ed Elliott, chairman of NEA's Ethics Committee, "can become a model that will be used to help other schools with their problems."

This PR&R Committee of the Springfield Community Teachers Association will be set up to handle both ethics and grievances. Association spokesmen said the Board of Education voted to eliminate its policy provisions for electing a Professional Hearing Committee at the elementary and secondary levels. By so doing, the spokesmen added, "they expressed confidence that the professional association can and will carry out its own program."

CURRENT

What's Going On in TV, Radio, Press, and National Magazines

Television

(*All times are Eastern Standard*)

Mr. Novak—Tuesdays, NBC-TV, 7:30 P.M. *March 31*: "Moment Without Armor." *April 7*: "Fare Thee Well." *April 14*: "Senior Prom." (Titles subject to change).

The Great Adventure—Fridays, CBS-TV, 7:30 P.M. *April 3*: "Daniel Boone Part I," Boone and his pioneering group settle Boonesboro, Kentucky. *April 10*: "Daniel Boone Part II," siege of Boonesboro by Indians. *April 17*: "Escape from Rat Hell," Libby Prison, Virginia, during the Civil War. *April 24*: "The Outlaw and the Nun," repeat.

Do You Know?—Saturdays, CBS-TV, 12:30 P.M. *April 4*: "Shots Without Guns: The Story of Vaccination" by Sarah Riedman. *April 11*: "The Earth for Sam" (Geology) by W. Maxwell Reed.

Exploring—Saturdays, NBC-TV, 1 P.M. *April 4*: "Sam Houston." *April 11*:"Johann Gutenberg."

Discovery '64—Sundays, ABC-TV, 1 P.M. *April 5*: "The Cowboys That Are." *April 12*: "The Unseen World." *April 19*: "The Voyage of Christopher Columbus." *April 26*: "The Lively Desert."

Teaching Career Month: one-minute 20-second spot announcements by James Franciscus, star of *Mr. Novak,* will be shown over the NBC-TV network throughout the month of April.

Viet Nam: The Deadly Decision—Wednesday, April 1, CBS-TV, 7:30 P.M. News special with Charles Collingwood as anchor man.

NBC Children's Theatre—Sunday, April 12, NBC-TV, 6 P.M. "Robin Hood," repeat.

The Saga of Western Man—Sunday, April 12, ABC-TV, 12 Noon. "1964," repeat.

Shakespeare: Soul of an Age—Sunday, April 26, NBC-TV, 10 P.M. Life and works of the Bard, repeat.

Magazines

The American Home—*April.* "What Can You Do About Rising School Taxes?" includes an 11-point plan for local communities.

Better Homes & Gardens—*April.* Robert R. Denny, director of elementary education in the Des Moines Public Schools, gives "Some Answers About College Admission."

Redbook—*April.* "Are School Psychologists Helping or Hurting Your Child?—a look at guidance counseling in today's schools.

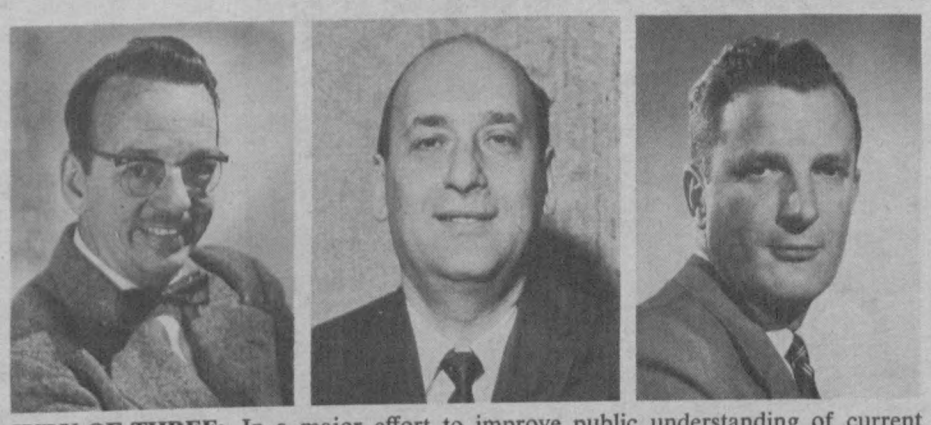
Parents' Magazine—*April.* "Two-Year Community Colleges," "A Parent's Guide to Sex Education," and "They Can't Learn Without Books," on the need for good school and public libraries.

The Reader's Digest—*April.* Lester Velie discusses "earn-learn" programs for potential high school dropouts in "No Room at the Bottom." Also, "Winning the Peace Is a Family Job," about the Experiment in International Living; "Our Child Was Molested"; and "Will Shakespeare's Happy 400th Birthday."

The Atlantic Monthly—*April.* "Libraries and Learning," by Oscar Handlin.

Good Housekeeping — *April.* A "Better Ways" feature on library careers.

Scholarship Grant Program Set Up To Bring Public Relations Directors to July Seminar



JURY OF THREE: In a major effort to improve public understanding of current educational issues, the National School Public Relations Association, NEA, has named a jury to choose recipients for 10 scholarship grants. These are to be awarded through NSPRA to educators in the western states for a national public relations seminar at Portland, Oregon, July 6-10. Serving on the jury (from left above) will be **G. K. Hodenfield,** education writer for the Associated Press; **Jess Gorkin,** editor of *Parade* magazine; and **William B. Arthur,** managing editor of *Look* magazine.

Ten $160 scholarship grants, under a new program recently announced by the National School Public Relations Association, NEA, will enable additional educators to attend the organization's 11th national seminar for school public relations directors July 6-10 in Portland, Oregon. Enrollment is limited to 150.

The scholarships will be awarded through NSPRA chapters in the western states. Next year, when the national seminar will be held in Boston, the awards will go to educators in the eastern portion of the United States.

The scholarships are part of a major effort now under way by NSPRA to upgrade the effectiveness of the schools in bringing about public understanding of problems which confront education.

In addition, the editors of NSPRA's weekly newsletter, *Education U.S.A.,* have stepped up their efforts to identify major trends and influences affecting education through conferences with school administrators, principals, classroom teachers, university professors, and curriculum specialists from more than 50 American cities this year.

NSPRA has scheduled a regional workshop at Plattsburgh, New York, July 27-August 7. Another workshop has just been held March 15-17 at Columbus, Ohio.

The Plattsburgh workshop, to be held on the State University College campus there, offers two points of graduate credit in English or education. A unique feature will be daily laboratory sessions where consultants will deal with particular public relations problems in depth. Personal attention will also be given to each participant's program.

At Columbus, Ohio, the seminar for 45 educators was sponsored jointly by NSPRA and the School Management Institute. Eight consultants, from New York, Michigan, Ohio, and Washington, D.C., dealt with face-to-face relationships and the spoken and written word in school public relations.

News Briefs

Tulsa Teachers Spark School Drive

Two thousand classroom teachers in Tulsa, Oklahoma, participated in a drive early this month to alert the citizens of the city to the needs of their schools.

Each teacher delivered to the home of his home-room pupils a circular designed to arouse interest in and discussion of the financial conditions of Tulsa's and Oklahoma's public schools. Notices via television, radio, and newspaper alerted parents to expect the caller.

Tulsa citizens plan to head up and promote an initiative petition calling on the voters to help upgrade their educational program by amending the constitution to permit an additional 10-mill levy for local support of their schools.

Local PTA officials have also offered their complete support in the petition work.

600 Percent Club in Georgia

Mrs. E. E. Owens, president of the Crawford County (Georgia) Teachers and Education Association, striving for a goal of 100 percent membership in the NEA, has initiated a 600 Percent Club. So far, 24 members have joined local, regional, state Department of Classroom Teachers, Georgia Teachers and Education Association, American Teachers Association, and NEA.

Teachers Needed in Rhodesia

The U.S. Department of State has asked the NEA through its Committee on International Relations to publicize the acute need of the Government of Northern Rhodesia for secondary teachers. Especially needed are teachers of mathematics, science, and French. The second term begins on May 26.

NEA-NJEA Try Travel Service

NEA and the New Jersey Education Association are cooperating in an experimental travel service at NJEA's new headquarters building in Trenton. The experiment is expected to determine whether a full-time employee can provide faster service for teachers and others in the area's schools and colleges than is now available. If the new type of service is successful, travel offices may be opened in other parts of the country.

Elementary Principals To Meet

The NEA Department of Elementary School Principals recently designated Boston, Massachusetts, the site of its April 8-12, 1967, annual meeting. Other future meetings are scheduled for Minneapolis, April 18-22, 1964; Miami Beach, April 24-28, 1965; and Portland, Oregon, March 19-23, 1966.

New Media Conference Set

New media of instruction and new ways of utilizing these media will be the focus of the NEA Department of Elementary School Principals' summer conference July 6-17 at the University of Oregon, Eugene. The conference, open to any interested educator, is cosponsored by the NEA Department of Audiovisual Instruction, the University of Oregon, and the Oregon Elementary School Principals Association.

Teaching About UN Is Theme

"Increasing International Understanding Through Teaching About the United Nations" is the theme of the 13th delegate assembly of the World Confederation of Organizations of the Teaching Profession. The assembly will be held July 31 to August 6, 1964, at UNESCO House in Paris.

The 7th congress of the International Council on Health, Physical Education, and Recreation will be held in Paris August 7-10, just after the WCOTP meeting.

California Public School Week

"The Public School . . . America's Future" is the theme of this year's Public School Week in California April 20-24. The California Grand Lodge of Masons, which initiated the special week in 1919, has sponsored each observance since then.

Improved Conditions in Gary, Indiana, Bring End To Current Rights, Responsibilities Investigation

Because of improved conditions in the school system of Gary, Indiana, the NEA Commission on Professional Rights and Responsibilities has decided not to make any further investigation at this time, "but will continue its interest in the Gary situation."

A Commission team made a preliminary inquiry into school conditions in Gary late in January, at the request of the Gary Teachers Association and the Indiana State Teachers Association. The inquiry team made its report on February 29.

The inquiry team reported that the Gary board of school trustees "has indicated its intention to cease" practices that violate standards of the North Central Association of Secondary Schools and Colleges. NCA had written to the Gary superintendent, setting forth "specific instances of board practices which violate certain evaluative criteria of NCA."

Further, the inquiry team reported, the board on February 11 adopted new policies in regard to its meetings and on the involvement of school principals in the employment of personnel. "These policies give evidence of good intent on the part of the trustees," the team said.

The team also discussed citizen lack of confidence in the Gary Board, concluding that "by the adoption of policies concerning the treatment of personnel and the proper consideration of citizens' opinion on school matters, the board may be able to gain the confidence of the staff and the community."

Continuing Education Is Subject of New Project

Results of the 1963-64 Regional TEPS Conferences, on "The Development of the Career Teacher: Professional Responsibility for Continuing Education," have prompted the National Commission on Teacher Education and Professional Standards, NEA, to undertake a major project in continuing education. The project will extend over a period of two or three years and will include the 1965 National TEPS Conference in New York City.

The Commission's decision on the project came during the spring meeting, held March 2-4 at NEA Center. It was supported by the agreement of nearly 2,000 educators who participated in the regional conferences that major attention in this area is needed. The participants, in their study group sessions, identified problems and issues and formulated proposals and recommendations for the improvement of continuing education for teachers.

The conferences were held during December and January in Washington, D.C.; Boston; Miami Beach; Chicago; Dallas; Omaha; Portland, Oregon; and San Diego. The roster of participants included elementary and secondary school teachers and administrators, college professors and administrators, state department personnel, and representatives of 17 professional associations and learned societies that cosponsored the meetings.

The cosponsoring organizations will meet this spring to examine the conference reports and to consider what action they can take to improve the continuing education of teachers.

MR. NOVAK TO ATTEND NEA CONVENTION: NEA conventioneers will have a chance to see Mr. Novak in person. **James Franciscus** (above), who stars in the title role of the weekly *Mr. Novak* NBC-TV series, will participate in the program of the Wednesday evening general session at the Convention in Seattle this summer. The *Mr. Novak* series was praised this month by the Executive Board of the Iowa State Education Association, representing 31,000 teachers. In a letter to E. Jack Neuman, executive producer of the series, ISEA expressed the sincere appreciation of its entire membership to Mr. Neuman, the National Broadcasting Company, and the sponsors of the program, for "a very entertaining program that projects a stimulating professional image of the educator to the public." They also expressed appreciation to Mr. Neuman and the performers for the excellence of the program.

Poverty War . . .

(Continued from page 3, column 4)

and counseling in the most impoverished areas. Under such a program, which would be completely new, it would be possible for the federal government to award project grants in an area where, for example, there were high numbers of high school dropouts obviously headed for unemployment and low incomes. Such funds might provide special teachers and counselors, and even special schools.

- "The existing Manpower Development and Training program, which was liberalized in the last session of Congress, also would be geared to the attack on poverty through further modernization and expansion. (The NEA supported the original MDTA in 1962 and its expansion in 1963.)
- "Communities would be encouraged to come up with imaginative plans for helping children up the educational ladder. Under such an effort, a school might receive funds to pay its bright students for tutoring its educationally handicapped youngsters. This not only would help both groups of children, but would free teachers for other tasks.
- "Youths rejected by the draft because of academic inadequacies would be taught in Youth Corps camps how to read and how to use basic mathematical skills needed for jobs. The camps would be set up on unused military reservations, conservation sites, and other places.
- "Another proposal would be modeled after an experiment conducted in the Nation's Capital in 1963 by the President's Committee on Juvenile Delinquency and Youth Crime. This project put idle youths to work at simple jobs in government agencies and in some private firms.
- "Other parts of the program geared to helping the young might include expanded school health services to diagnose physical and mental disabilities. Federal funds might also be available to expand school lunch programs to include school breakfast.
- "Another phase of the program also would be directed toward young people between the ages of 16 and 21. Under this plan, federal matching funds would be made available to states, cities, counties, or community groups to finance part-time work for boys and girls in school. The work-study program would be under local control. States or other units must initiate the projects.
- "Still another phase directed toward young people would place special counselors in the 1,000 offices of the United States Employment Service to determine the capabilities of out-of-school youth.
- "Another feature of the Administration's proposed program includes federal assistance for work-study programs for college students."

Official Actions Regarding Unsatisfactory Educational Conditions

Below is a current listing of the names of school districts or systems where a state education association or the NEA has notified members of the profession and the public that unsatisfactory educational conditions exist.

Association	District or System
• Iowa State Education Association	Pleasantville, Iowa, public schools
• National Education Association	Overseas Dependents Schools
• New Mexico Education Association	Springer, N. Mex., public schools

When an association officially reports that conditions have become satisfactory in any of the above districts or systems, the NEA REPORTER will announce the action.

Wyoming Adopts Membership Plan

Members of the Delegate Assembly of the Wyoming Education Association have adopted a plan for continuous membership in the association. The plan means that an individual need join the professional organization only once and from that time on pays annual dues to keep his membership current.

Plans for implementing continuous membership in Wyoming will now be studied by the WEA Board of Directors and then presented to the general membership.

NEA Archives Seeks Historical Information

The NEA Archives is attempting to make as nearly complete a collection of historical information as possible. Its staff would appreciate receiving items concerned with NEA which were used or published before 1920: badges, membership certificates, programs, biographical information, pictures, and other items.

The need is not for *NEA Proceedings* other than the 50th anniversary volume published in 1906. Also the Archives staff would be happy to receive any or all of the volumes of the *American Journal of Education* published by Henry Barnard.

FIRST WINNER OF NEW AWARD: An award for distinguished contributions to educational research, the first in what is to be an annual award given jointly by Phi Delta Kappa and the American Educational Research Association, NEA, was presented at the AERA annual meeting in Chicago last month. One of the nation's leading authorities on the teaching of reading, **Arthur I. Gates** (right), supervisor of research in language arts at Columbia University's Teachers College, receives this initial award from **John B. Carroll,** professor of educational psychology, Graduate School of Education, Harvard University. The citation on the plaque reads: "Distinguished contributor to educational research, author of the seminal study of recitation as a factor in memorizing, and of many basic investigations in reading, influential leader in improving teaching practices, his scholarly career has had profound influence on education." The award consists of the plaque, an honorarium of $1,000, and an invitation to address the next annual meeting of AERA.

BREMERTON . . .

(Continued from page 1, column 4)

fessional teachers cannot consider their future along industrial union lines."

The Bremerton teachers' union declared that it had served the teachers well through a bargaining agreement. The BEA argued that the "existing bargaining agreement is weak, incomplete and ambiguous." A BEA negotiations committee prepared a series of proposals for an action program, to be submitted to BEA members for approval and then to be negotiated with the school board.

Washington Education Association and NEA representatives visited Bremerton during the campaign to help inform teachers. On February 24, NEA Executive Secretary William G. Carr, WEA Executive Secretary Joe A. Chandler, and National Teacher of the Year Elmon Ousley spoke at a teachers' rally in Bremerton.

The Washington Education Association reported that 16 areas of the state were already operating under professional agreements before the Bremerton victory. The areas named were Aberdeen, Auburn, Battle Ground, Bethel, Cheney, Edmonds, Franklin Pierce, Kelso, Kent, Methow Valley, Monroe, Raymond, Renton, Shoreline, West Valley, and Yakima.

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NEA Committee on School Conditions in Utah Urges Prompt Action To Improve Education

Report of Investigation Describes Overcrowded Classes, Inadequate Facilities, Narrow Curriculum, Low Salaries; Asks State's Citizens To Invest More in Their Children

An NEA special study committee—after examining the schools in Utah—has published a series of recommendations asking for prompt improvement of conditions in those schools. The committee labeled some of Utah's school facilities "inadequate and dangerous"; it referred to "overcrowded classrooms and conditions of work discouraging to students and to teachers"; it described the curriculum as "narrow," the special education program and facilities as "lacking," and the professional salaries as "inadequate to attract and hold competent teachers and school administrators."

The committee said that "the magnitude of the school problems is such that plans should be developed immediately for legislation that will ensure prompt improvement of conditions in Utah's schools."

Recommendations for Utah's Citizens

To the citizens of Utah, the committee addressed this statement: "All responsible citizens of Utah should ask themselves whether they are prepared to make a greater investment in the possibility of a progressive future for their state or whether they are willing to allow the state gradually to drop to third- or fourth-class status through neglect of the educational welfare of the children. The ultimate responsibility for the educational program rests upon the people."

The committee also told the citizens of the state that "programs, personnel, and facilities for continuing education for school dropouts and for adults are generally lacking."

To the governor of the state, the committee said: "The Governor's recognition of the urgency of this need and his request for an early report from his school study committee deserves commendation.

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New York City mayor receives citation from NEA Dropout Project. See page 8

Victory for Profession in New York

New Rochelle Teachers Association Elected over Union

HARD WORK BEFORE THE ELECTION: The New Rochelle (New York) Teachers Association was chosen as exclusive representative for that city's teachers last month. The election victory came following a tough campaign, in which many of New Rochelle's teachers played a large part. The teachers association set up a campaign headquarters (shown above), complete with many of the necessary accouterments of electioneering: telephones, a mimeograph machine, typewriters, mailing lists, pencils, files, and coffee. Volunteer teacher-workers manned the office during the campaign. In the photo at right above, **NRTA President Kenneth P. Hubley** speaks to the executive council of the association. NRTA won the election by a vote of 317 to 274.

The New Rochelle (New York) Teachers Association last month was elected the exclusive representative of the city's teachers. The NRTA—affiliated with the New York State Teachers Association and with NEA—won by a 317 to 274 vote. About 96 percent of the teachers in New Rochelle cast ballots in the election on March 20.

Kenneth P. Hubley, NRTA president, described the outcome as a victory for the entire teaching staff in New Rochelle. "The teachers have chosen to be represented by an independent, professional association which is dedicated to serving the best interests of children and teachers and to the continued improvement of education in New Rochelle," he said.

President Hubley said the NRTA was laying immediate plans to work with the board of education to set up "an effective written professional negotiations agreement." He said that concurrent negotiations would be held on salary and personnel matters.

Loser in the election was the New Rochelle teachers union.

Commenting on the New Rochelle professional victory, Allan M. West, NEA special assistant for urban affairs, said that the selection of the NRTA was "particularly significant because it demonstrates that a hard-working, active professional association can achieve its goals, even in the shadow of New York City."

Independent observers of the New Rochelle election described it as a contest between the "union" point of view and the "professional" point of view for teachers.

Alaskan Schools Among Toll Of Earthquake, Tidal Wave; NEA Acts To Aid Teachers

Alaskan Education Association Secretary Tells NEA Officials of Destruction, Loss of Tax Base; Plans Set for Sending Teacher Relief Funds

NEA officials received firsthand reports on the Alaska earthquake this month and took action to support both short-term and long-range assistance to the schools and the 2,700 teachers in that state.

On April 1, Haze Bergeron, Alaska Education Association executive secretary, told officials at NEA Center of the extensive loss of property in the 49th state. Not only were many schools destroyed, Mr. Bergeron said, but much of the other valuable property on which the school tax base is built has been wiped out.

He reported that he knew of two teacher families that had been killed in the quake and the tidal wave aftermath.

Many Teachers Homeless

Mr. Bergeron said that many teachers and their families were now homeless, but he added that most would continue to receive their salaries. In most cases, school has continued, even though it has meant double or triple sessions in the remaining school buildings, he said.

Following Mr. Bergeron's report, NEA officials set up a mechanism for sending volunteer funds to Alaska teachers. (Details appear in the boldface story at right.)

A few days after Mr. Bergeron's report, a letter from Pearl E. Shockley, NEA director for Alaska, reported that she and her family were all safe. She also reported that "several school buildings [in Anchorage] suffered severe damage. One elementary school was completely destroyed. The beautiful five million dollar West High School, where I teach—and which is just a block from our home—is a sad sight. One wing, which originally cost $2,800,000, was particularly hard hit."

Meanwhile, at the National Conference on School Finance in Chicago, NEA officials heard a proposal by Sen. Wayne Morse (D-Oreg.), chairman of the Senate Education Subcommittee, for legislation to rebuild schools damaged or destroyed by acts of God.

Morse Suggests Aid

"This terrible news," Senator Morse said on April 5, "caused me to think that perhaps we should explore the utility of an automatic standby authority which would release federal funds for the replacement of schools damaged by such acts of God. Three to four schools a week in this country, I am advised, burn or are destroyed. The replacement of these schools in a great many cases, where tragedy has also wiped from the tax rolls the land values in the community, poses a terrible problem to the local communities.

"I am therefore exploring with the Office of Education," he said, "the possibility of broadening Public Law 815 so that the construction authority contained in it might apply under such circumstances. I have asked that a bill be drafted to take care of such contingencies, and I am sure that many Senators will be interested in it."

Senator Morse on April 9 introduced S 2725 to provide aid to disaster areas under both Public Laws 815 and 874. This legislation would provide funds for school operation and maintenance, as well as funds for construction.

In a related development, Congress on April 6 passed and sent to President Johnson a bill providing $50 million to help rebuild public facilities (including schools) destroyed in the recent Alaskan earthquake. The bill was introduced in the House in the morning, passed unanimously within an hour, and was approved shortly thereafter by voice vote in the Senate. Speakers in both houses said the money was only a small portion of what was needed to rehabilitate the state.

The bill provides supplemental money for the President's emergency relief fund. State and federal officials have estimated total damage from the March 27 disaster at $500 million.

Alaska Teacher Relief

NEA members who wish to assist Alaskan teachers in cases where hardship is most acute may do so by sending contributions directly to NEA Center. Such funds can help the teachers who suffered most to readjust their lives, at least in terms of personal effects, clothing, furniture, and equipment.

Contributions, which will be tax exempt, may be sent to NEA Center with clear indication that they are for Alaska Teacher Relief. Checks should be made payable to "National Education Association." All money collected will be forwarded to the Alaska Education Association for distribution to teachers.

Executive Secretary Wanted

California Teachers Association, Northern Section, is seeking an executive secretary to assume duties July 1, 1964. Application deadline is May 1. Forms are available from Northern Section Office, 4144 Winding Way, Sacramento, California 95841.

ALASKA TEACHERS' REPRESENTATIVE AT NEA CENTER: Alaska Education Association's executive secretary, **Haze Bergeron** (center), flew to Washington, D.C., early this month to discuss problems caused by the damaging earthquake with NEA officials and with Alaska's two senators and one congressman. He told NEA staff members about conditions in the 49th state during a luncheon on April 1. At the luncheon, Mr. Bergeron was flanked by **William G. Carr** (left), NEA executive secretary, and **James L. McCaskill,** NEA assistant executive secretary for state and federal relations.

NEA Alaska Travel Tours Unaffected; Air, Bus, Rail Facilities Remain Open

The 1964 NEA travel program in Alaska will not be adversely affected by the recent earthquake disaster in the Anchorage area, according to Alaska Travel Division Director Morris Ford. Although NEA tours do include Anchorage, there will be no inconvenience to the tourists even in that city this summer, he said.

The director, in a telegram to the NEA Reporter a few days after the earthquake, said: "All airlines serving Alaska are operating on full schedule. All ports of call served by Alaska's new ferry system, and by all cruise ships, are intact and without any damage. . . . The Alaska highway through Canada and interior Alaska has not been affected."

Pointing out that the tourist industry ranks third in importance to Alaska's economy, the director emphasized that "one way the people of America can help Alaska is to visit the state this summer and enjoy the many wonderful things to see."

NEA Alaska tours will operate as scheduled, including three air tours, one bus tour, and the cruise on the Inside Passage. Air tours are scheduled to depart from Seattle on July 4 and August 2. The bus tour departs from Seattle on July 5. The Inside Passage Cruise includes rail transportation from Chicago to Vancouver, leaving Chicago on July 14. All the tours, except the Inside Passage Cruise, include several days in Anchorage.

The tours leaving Seattle on July 4 have been planned especially for the convenience of participants at the NEA Convention, although membership in these tours is not limited to those who attend the Convention.

Philadelphia Teachers Win Suit Against School Board; Court Requires Establishment of Panel for Negotiations

The Philadelphia Teachers Association on April 7 won a court suit that will force the Philadelphia school board to set up a grievance panel to name a sole negotiating agent for the city's teachers. The 5,200-member NEA affiliate filed the suit last month.

Judge Raymond Pace Alexander of Common Pleas Court 4 ruled that a 1947 state law plainly requires the school board, at the request of employees, to set up the panel. "The clear purpose of this provision, it seems to us, was to furnish a forum to which anyone who believed he or she had a grievance could carry their case for attention and, if necessary, expose the same to public view," Judge Alexander said.

The court also ruled that Philadelphia Teachers Association President Marion L. Steet would represent teachers on the three-man panel. The state superintendent of public instruction must name another member to the panel, and the Philadelphia school board must now appoint one member.

Judge Alexander said that the teachers association has "met delay at every turn" as the board gave one excuse after another why a panel should not be convened.

The Philadelphia Teachers Association has requested the board to give it exclusive rights to represent local teachers. The board on February 11 voted not to recognize exclusively any teacher group.

Peace Corps Plan for Experienced Teachers, Designed with NEA, Seeks 200 Volunteers

NEA and the Peace Corps have jointly worked out a plan that will allow experienced teachers to receive special training this summer and begin their service with the Corps next year. Under the new Experienced Teacher Program, teachers who apply before May 15 will be screened for training this summer at a college or university. They then will be assigned to a teaching field and told in which country they will serve. Because their two-year tour with the Corps will not begin until the end of the 1964-65 school year, they will have plenty of time to request leaves of absence.

Peace Corps Director Sargent Shriver said the new program is designed "to provide the Corps with more professional teachers . . . to eliminate for the teacher who volunteers uncertainty about his final selection, and to provide the school system with plenty of time to recruit a replacement."

A minimum of 200 teachers with two or more years of successful teaching experience in the second grade or above are needed. Details are available from: Experienced Teacher Program, Office of Public Affairs, Peace Corps, Washington, D. C. 20525.

Education To Play Role in War on Poverty

SUPPORTERS OF COLLEGE STUDENT ASSISTANCE BILL: The Senate Subcommittee on Education of the Committee on Labor and Public Welfare heard testimony on the proposed Higher Education Student Assistance Act of 1965 on March 25. Speaking for the Association for Higher Education, an NEA department, **E. K. Fretwell, Jr.** (right, above) spoke out in support of the legislation. With Mr. Fretwell before the hearing above are **Sen. Vance Hartke** (D-Ind.), who introduced the legislation, and **G. Kerry Smith** (center), AHE executive secretary.

NEA Department Testimony Supports College Student Assistance Legislation

The Association for Higher Education, an NEA department, was represented in testimony March 25 supporting the proposed Higher Education Student Assistance Act of 1965. The testimony was given before the Senate Subcommittee on Education of the Committee on Labor and Public Welfare by E. K. Fretwell, Jr., assistant commissioner for higher education, New York State Education Department.

The bill—S 2490—would provide a package of student financial aid in the form of scholarships, work-study programs, expansion of National Defense Education Act student loans, and guaranteed loans. S 2490 is sponsored by Sen. Vance Hartke (D-Ind.) and has been endorsed by 20 other senators.

In commenting on the scholarship provisions of S 2490, Mr. Fretwell told the subcommittee that he hoped the wording would assure that "(a) those states already operating or planning their own scholarship programs do not let up in their own efforts, and (b) carrying out of the federally supported programs be done by the states in such a way that the two types of scholarship programs become complementary rather than falsely competitive."

Mr. Fretwell praised the scholarship section of the bill as an excellent means of developing the potential of talented youth from low-income families.

Quoting from the findings of "Project Talent," a study soon to be released by the U.S. Office of Education, Mr. Fretwell informed the subcommittee that "30 percent of high school seniors in the 80-90 academic percentile of their class and 43 percent of those in the 70-80 percentile failed to enter college."

TOPIC—FINANCING AMERICAN EDUCATION: "I am sold on the desirability of heavy national investment in education," **Sen. Wayne Morse** (D-Oreg.) said at the National Conference on School Finance Problems earlier this month in Chicago. Senator Morse, shown above with **Erick L. Lindman** (left), chairman of the NEA Committee on Educational Finance, and **NEA President Robert H. Wyatt** (right), also told the conferees that "our cash investment in the boys and girls of America is the soundest possible investment and one which will bring a return a thousand fold." The three-day conference, sponsored by the NEA committee, also covered such topics as modernizing state and local financing of education, financing schools in big cities, financing junior college education, and teaching teachers about school finance.

Marsh & Co. photo

Johnson Proposals Include Training For Draft Rejects, Unemployed Youth, Urban, Rural Area Aid to Education

President Lyndon B. Johnson set forth his $1 billion "war on poverty" in a special message to Congress on March 16. "The war on poverty," Mr. Johnson declared, "is not a struggle simply to support people, to make them dependent on others. It is a struggle to give people a chance."

The Johnson antipoverty program—some of it new, some of it borrowed from the Kennedy Administration—proposes to spend roughly one percent of the annual budget in limited, specific ways, not as a national dole. The total of proposals detailed in the special message is $962.5 million, all of it in the budget for fiscal 1965, according to Mr. Johnson.

Included in the program are proposals for job training and basic education for Selective Service rejectees; work training for out-of-work youths; a work-study system for needy college students; financial assistance to local governments in their antipoverty drives; grants and loans for low-income farmers; loans or loan guarantees to businesses to provide new job opportunities; and special assistance to provide training for welfare recipients.

Congress was quick to react to the President's special message. Rep. Phil Landrum (D-Ga.) introduced the omnibus antipoverty bill in the House as HR 10440 and said of the measure, "I intend to support it all the way." *(Representative Landrum's support is expected to win support for the program from Southern conservatives—probably sufficient support to override expected Republican opposition and assure passage of at least part of the package program.)* Sen. Pat McNamara (D-Mich.) introduced the antipoverty bill in the Senate as S 2642.

Named as President Johnson's "personal chief of staff" for the war against poverty was Sargent Shriver, presently Director of the Peace Corps. Mr. Shriver was the lead-off witness as hearings on the bill—technically the Economic Opportunity Act of 1964—opened before an ad hoc subcommittee of Chairman Adam Clayton Powell's House Committee on Education and Labor. (Rep. Powell has introduced an identical bill, HR 10443.) Mr. Shriver was followed by other Cabinet-level representatives of the President. **On April 14 NEA President Robert Wyatt testified in support of the bill.**

Education Details of Program

With regard to education and training, here are the details of the Economic Opportunity Act of 1964:

- A "job corps" would be created to provide outdoor work, job training, and basic education to Selective Service rejectees and other youngsters, ages 16 to 21, whose health or educational background makes employment difficult. Outlays would be $190 million. The eventual number of trainees would be 100,000, but first-year efforts would be smaller. About half the individuals would work in small groups on conservation camp-type projects. Literacy and other basic education would be provided the other half in training centers. It is estimated that more than 100 camps and centers would be established throughout the country.

FIGHT AGAINST POVERTY SHOULD BE COLOR BLIND: The chief sponsor in the U.S. House of Representatives of the Johnson Administration's antipoverty bill, **Rep. Phil Landrum** (D-Ga., above), implied during hearings on the bill last week that Republicans were trying to scuttle Southern support for the antipoverty bill by suggesting that its primary aim was to aid Negroes. Landrum stated he was "not ashamed in the least to have my name on the bill" and that "the fight against poverty should be color blind."

- A $150 million work-training program, to be run by the Labor Department, would be established to provide jobs to out-of-work youths. These jobs could include welfare efforts such as hospital work and would be designed largely to produce the motivation and opportunity for youngsters to finish high school. It is estimated that 200,000 individuals would benefit. State and local governments and nonprofit agencies would cooperate with the federal government in providing the employment opportunities.
- A national work-study program, requiring outlays of $72.5 million and administered by the Health, Education, and Welfare Department, would be established to provide up to 15 hours of work a week to college youths. The funds would enable 140,000 needy students who lack scholarship assistance, to attend college, the Administration says. *(This proposal is an expanded version of a $22.5 million work-study program now pending before Congress as part of the Administration's higher education program. See story at left above.)*
- Urban and rural community action programs. A total of $315 million would be made available to finance up to 90 percent of the cost of comprehensive local efforts to combat poverty. The local plans could be drawn up on city, county, or other bases. After the first two years, the federal share would generally drop to a maximum of 75 percent. Special emphasis would be placed on education, health, job training, and counseling of low-income families. *The education serv-*

(See POVERTY WAR, page 8, column 3)

PETS WERE HER ONLY COMPANIONS: Karana, played by film newcomer **Celia Kaye,** had only pets—such as these magpies—for companions when she lived on "The Island of the Blue Dolphins," off the coast of Northern California. This true story of an Indian girl's 18 years of solitude over one hundred years ago has been made into a film that will have its premiere at the NEA Convention this summer.

PRODUCER, SENATOR, AND EDUCATOR PREVIEW A FILM: Among the audience when "The Island of the Blue Dolphins" was previewed in Washington, D.C., recently were (left to right) the producer of the Universal film, **Robert B. Radnitz; Sen. Maurine B. Neuberger** (D-Oreg.), a former teacher; and **Lyle W. Ashby,** NEA deputy executive secretary.

Three New Films Set for Viewing at '64 NEA Convention; Two Will Have National Premieres During Seattle Meeting

Films Depict Disadvantaged Children, Girl Robinson Crusoe, Historical Essay by Henry Steele Commager

National premieres for two motion picture films—one a commercially produced color film based on a well-loved children's book, the other an NEA-produced film on disadvantaged children—will be held during the 1964 NEA Convention in Seattle June 28-July 3. A downtown Seattle movie theatre is being leased for the event. A third new film will also be shown which, by the time the convention opens, will already have premiered on television. It is "Our Schools Have Kept Us Free," a half-hour color film produced by the NEA and the state education associations. The film traces the development of free public schools in the United States.

"Children Without"

The black and white film on disadvantaged children is based on a report by the Educational Policies Commission. Its title is "Children Without." Filmed in the schools of Detroit, the movie tries to show statistics in human terms, following the school experiences of a slum child.

The commercial film to be shown is Universal's "The Island of the Blue Dolphins," a 90-minute color spectacular based on the novel of the same name by Scott O'Dell. The novel, which is supplementary reading for children in many school systems, has won the Newbery Medal of the American Library Association, the William Allen White Award, and awards by the Hans Christian Andersen Foundation and the Southern California Council on Children's Literature.

Isolation in 1800's

Produced by Robert Radnitz, the movie tells the real-life story of a girl Robinson Crusoe, who lived an isolated existence on St. Nicholas Island off the coast of California from 1835 to 1853.

Radnitz, who specializes in stories for children (he also produced "Dog of Flanders" and "Misty") assembled the same team who worked with him on previous films. Ted Sherdeman again did the script and Paul Sawtelle again composed the score.

And there was another familiar face during the shooting—Rontu, the mastiff of "Blue Dolphins," is the son of the "Dog of Flanders."

Two complete performances of all three films will be given at the Palomar Theatre Thursday, July 2, between 6:30 P.M. and midnight.

AT CALIFORNIA FILM PREMIERE: Among those present for a recent Los Angeles preview of "Our Schools Have Kept Us Free" are (left to right) **Charles Byrne,** director of public information, San Diego City Schools; **William Baxter,** editor of publications, San Bernardino City School District; and **Harry Fosdick,** public relations executive, California Teachers Association. The biggest surge of orders for any film in recent years was received by NEA following the preview at a conference sponsored by CTA's Southern Section. During the remainder of 1964, it is expected that several thousand community groups will screen the NEA-state education association film, which is based on an essay by Henry Steele Commager. "Our Schools Have Kept Us Free" is a half-hour, color motion picture film. NEA members who attend the Convention in Seattle will have an opportunity to see "Our Schools Have Kept Us Free" along with two other new films at a special showing.

Clinic for Directors Of Public Information Held in Los Angeles

Public information directors from ten California school districts participated in an all-day evaluation and review of school publications in Los Angeles March 19.

The sessions were sponsored by the National School Public Relations Association (NSPRA) in cooperation with the NEA Division of Press, Radio, and Television Relations and the NSPRA Southern California Chapter.

Briefing Paves Way For Rural Conference

The NEA Department of Rural Education staff met this month at the NEA Center with representatives of youth-serving agencies to brief them on plans for the National Conference on Rural Education to be held September 27-30. This will be the 20th anniversary meeting of the first White House Conference on Rural Education, held in 1944 in Washington, D.C.

Harry R. Poole, NEA director for Maryland, died on April 8. He has been a member of the NEA Board of Directors since 1953. Mr. Poole was principal of the Washington School in Hagerstown.

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Mr. Novak Will Teach Again in September; Contract Renewal Announced by Producer

AWARD-WINNING TRIO: Three of the people who have supplied the main reasons NBC-TV's *Mr. Novak* show will be coming back next fall hold the awards they were presented recently by the California Teachers Association, Southern Section. They are **James Franciscus** (left), who has the title role in the series; **Jeanne Bal** who plays Miss Pagano, the assistant principal at Jefferson High; and **E. Jack Neuman,** creator and executive producer of the series. Missing when the picture was made was a key member of the team, Principal Albert Vane, portrayed by Dean Jagger. Miss Bal is holding his award from CTA-SS.

Neilsen Ratings, Awards from Teacher Groups Add Laurels to Mr. Novak's Crown of Honors

By the time you read this, NBC-TV's *Mr. Novak* may have added new honors to a crown already studded with laurels. The new show about a high school English teacher is already among "television's chosen few," in the words of *TV Guide*. *Mr. Novak* has been chosen as a finalist in its annual balloting for the TV Guide Awards. Results were to be announced April 17.

By joining the field of finalists in the "new series" category for the awards, *Mr. Novak* won distinction. But then, this isn't anything new. The series—and its cast—have already received a host of awards.

Perhaps the recognition which gave its backers the most satisfaction was the Nielsen report on new dramatic shows: *Mr. Novak* came out on top among new shows, with a 19.2, a figure which means that nearly a fifth of all home TV sets are turned to NBC-TV Tuesday nights from 7:30 to 8:30.

Other awards *Mr. Novak* has won:

From the California Teachers Association, Southern Section, to creator-producer Jack Neuman, James Franciscus (who plays John Novak), and Dean Jagger (who plays Principal Albert Vane)—1964 Communications Awards for the skillful creation and interpretation of education, and Golden Apple Award to Jeanne Bal, who portrays Miss Pagano, the assistant principal.

From the California Teachers Association State Council—the John Swett Award for outstanding interpretation of public education programs through the mass media of California.

From the Los Angeles County School Trustees Association to Neuman and the entire cast—a citation for their insight, sympathetic understanding, and integrity in depicting intelligently the serious problems confronting teachers, administrators, and board members in the dynamic field of public education.

From the National Association of Secondary-School Principals—citations to NBC President Robert E. Kintner for his leadership in presenting *Mr. Novak;* to Neuman for creating *Mr. Novak;* and to Jagger, who was also named an honorary life member of NASSP, for his sensitive portrayal of a secondary-school principal.

Still further awards have come from the Future Teachers of America, Kansas City, Mo., and from the California Federation of Women's Clubs.

East-West Center at University of Hawaii Offers Scholarships to American High School Teachers

The East-West Center of the University of Hawaii is offering 11-month, all-expense scholarships in Asian studies for American high school teachers. The study programs begin in September and run through the following August.

The National Council for the Social Studies, an NEA department, and NEA's Committee on International Relations are assisting the Center with recruiting for the interchange program. Inquiries should be made to Dr. Ronald Anderson, Asian Studies Department, University of Hawaii, Honolulu, Hawaii 96822.

Convention Events To Be Televised Daily in Seattle

The 1964 NEA Convention in Seattle, June 28-July 3, promises to be the most televised in history. One of the women who will help make it that way is Marty Camp, producer and moderator of KOMO-TV's weekly "What's New in the Schoolhouse?" and 1960 winner of a National School Bell Award.

During Convention week, her program from 7:30-8:30 A.M. Monday through Friday will be devoted to Convention doings and personalities.

A graduate of San Francisco State College with a B.A. degree in elementary and kindergarten education, she started the show in 1958 as a way to reach parents with information and interpretation of the schools and their problems. But 55 percent of the show's mail now comes from teachers, principals, and administrators.

Other plans for using TV during the Convention are also being developed.

The May 15 issue of the NEA REPORTER **will include a capsule program and other information on the upcoming NEA Convention.**

Neuman Thanks NEA Panel for 'Invaluable Help' During 1963-64

A Los Angeles high school English teacher has had his contract renewed for next year. This wouldn't be so remarkable except that the teacher is NBC-TV's Mr. Novak.

Word of the renewal came from E. Jack Neuman, originator and executive producer of the MGM show, to William G. Carr, NEA executive secretary. The telegram to Dr. Carr read:

"Mr. Novak resumes production for 1964-65 season on May 25. The first show of season will be telecast the night of September 22. Re-runs will start on April 21. Have greatly appreciated assistance of new NEA Motion Picture, Television and Radio information office in Los Angeles and the invaluable help from the NEA advisory panel of classroom teachers and principals on the Mr. Novak scripts."

30 Million Viewers

At last count, James Franciscus, who plays the title role, had 30 million viewers in his "class" at the mythical Jefferson High. A first-year teacher, he has coped with potential dropouts, racial and religious prejudice, irate parents, lovelorn students, alcoholic colleagues, and other assorted troubles.

But he's had the invaluable help of his wise principal, Albert Vane, played by Dean Jagger.

Mr. Novak has changed since his TV debut last fall. His creator—Neuman—has broadened his background and enriched the show's concept as a result of the show itself and the directions it has taken.

As originally described in a memo from Neuman to his writers, Novak was a young teachers college graduate who sometimes acted rashly through inexperience. But after months of watching Mr. Novak perform in the classroom, Neuman decided the background was not right. He became instead a master's degree graduate of a university who had made his decision to enter teaching while fighting in Korea. He chose to teach in a high school rather than a college because he felt that "very often a student's mind is already set by the time he hits college whereas the mind of a teenager is still malleable."

Novak's Problems

Of course when Novak has problems himself, which he frequently does, his principal, Albert Vane, can be counted on for help. So can the assistant principal, Miss Pagano, played by Jeanne Bal, whose appearances in *Mr. Novak* episodes have become more and more frequent.

"This is an adult series and each story is told from an adult point of view," Neuman says.

This approach can be expected to remain this May when shooting begins with Leonard Freeman as producer. Neuman will remain as executive producer.

As for Mr. Novak, he'll still be a probationary teacher for a couple more years—but as for his TV series, that's got tenure already.

NEA Committee on Utah Issues Report

(Continued from page 1)

[Utah's governor last year appointed a committee to study the Utah schools; to date, that committee has not given its report.] The Governor should recognize and consult with educators as experts in their field, on the same basis that he deals with specialists in other fields. Utah educators should be assured that they will not be expected to make further unnecessary and trying sacrifices in order to carry on an acceptable program for education."

The study committee also urged the governor to "immediately seek the advice of tax experts to find new tax sources that will provide the necessary increase in school revenue in such fashion that the burden is equitably distributed on all major sources of taxation."

The governor's study committee was urged to "expedite its studies as rapidly as possible" and to issue interim reports. "If the more obvious shortcomings of Utah schools are to be corrected by the 1964-65 school year, reports and recommendations need to be made available as rapidly as possible in order that they may be implemented immediately," the NEA committee report says.

"Look to Next Generation"

The special committee directed part of its report to the Utah Legislature: "If Utah and its schools are to hold the respect of the nation and promote the general welfare of the citizens of the state, then all members of the Legislature must be willing to follow the lead of those legislators who have a clear and balanced vision of the needs of Utah and who demonstrate the statesmanship that looks to the next generation rather than to the next election," the report says. "The Legislature should provide opportunity for planning for outlay expenditures for schools to cover at least a five-year period rather than adhering to the present restriction of a two-year projection of capital outlay needs."

Further, the report says, "the Legislature should develop and implement a plan to assure that full and unbiased hearings are held for presentation of the needs and problems of education. It should respect those to whom the welfare of children is entrusted and should expect the representatives of this group to give expert information concerning their specialized areas of responsibility. The Legislature should adopt a program that will provide adequate financial support for the program of the schools, and it should also greatly increase its appropriations to provide adequate classroom, laboratory, and special service space for each and every school-age child in the state."

Single copies of the 104-page report on Utah school conditions are available free, while the supply lasts, from the NEA Professional Rights and Responsibilities Commission, 1201 16th St., N.W., Washington, D.C. 20036.

In the summary and conclusions of its report, the NEA committee called special education in Utah "one of the weakest areas of the school program." The committee noted that "the very few special educational programs provided for Utah's children appear to be limited almost entirely to the instruction of the extreme cases and are mainly for the physically and mentally handicapped. In practically no districts is any attention given to homebound and hospitalized pupils, socially maladjusted pupils, and others who need specialized instruction and counseling."

The committee added that "there is clear need for additional specialized professional staff including librarians, guidance counselors, psychological and social workers, and research and curriculum specialists."

"Parents Would Be Shocked"

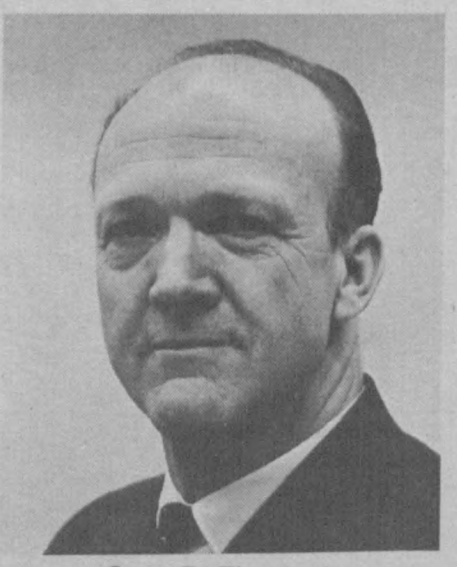
School facilities and materials are also in need of improvement, the committee said. "Although there are some very fine new school buildings in Utah, all but the most recent appear to be inadequate or obsolete and, in at least a few cases, dangerous. The tardiness and reluctance with which the state and the school districts have proceeded with necessary improvements in buildings, grounds, and equipment for the schools has had a damaging effect on the educational program. If the educational process resulted in a more tangible product, it is likely that parents and other responsible citizens of the state would be shocked at the evident failure to provide the phsyical plants and facilities for making this process fully effective."

In such specialized subjects as home economics, science, and industrial arts, the committee reported, "the lack of provision for space and equipment . . . is even more deplorable."

The NEA committee also commented on teacher load, teachers' salaries. and nonprofessional staff in Utah. It reported that "53 percent of the [elementary school] classes had 30 or more pupils in them" in 1962-63 and that "at the time of the study, less than one-third of the classes in the high schools would have been of a satisfactory size for the most effective instruction; and these were mainly in small schools."

The committee found "marked indications that teacher salary levels in Utah are not yet adequate to meet prevailing costs of living, nor do they offer sufficient compensation for the increasingly high degree of training and ability being required of today's teachers." In addition, "a surprisingly large number of Utah teachers have taken second, and even third, jobs to supplement their income. The prevalence of this practice, particularly among the young men teachers who have families to support.

(See REPORT ON UTAH, page 7, column 2)



Oscar E. Thompson
Committee Chairman

Utah Investigation Committee Named By NEA Commission

Members of the special committee which conducted the Utah investigation were chosen by the NEA Professional Rights and Responsibilities Commission. They are:

Oscar E. Thompson, professor, State College of Iowa, Cedar Falls, *chairman.*

Oby T. Brewer, Jr., member and past president, Atlanta board of education.

Bertha P. Boyd, educational program specialist, State Department of Public Instruction, Harrisburg, Pennsylvania.

Roy Frantz, president, Pueblo, Colorado, board of education.

William P. McLure, professor and director, Bureau of Educational Research, University of Illinois, Urbana.

G. Warren Phillips, superintendent of schools, Valparaiso, Indiana.

Audra May Pence, classroom teacher, Elmhurst, Illinois, and chairman, NEA PR&R Commission, 1963-64.

Gladys Perry, classroom teacher, Seattle.

Raleigh R. Steinbach, professor, University of South Dakota, Vermillion.

In addition, Cornelius E. Gisriel, principal, Woodlawn Junior High School, Baltimore County, Maryland, and John McLure, chairman of the social studies department, Thomas Jefferson Junior High School, Champaign, Illinois, served as members of the Special Utah Field Study Committee. Most members of the special committee were also members of the Field Study Committee.

Staff members of the NEA PR&R Commission assisted both committees.

Utah Association Sends Committee Report Summary To Each Member

The Utah Education Association this month sent to every one of its members a copy of the summary, conclusions, and recommendations from the Utah report made by the NEA special investigating committee.

In an accompanying letter, John C. Evans, Jr., UEA executive secretary, said that "it is incumbent upon every UEA member to familiarize himself thoroughly with the attached material. . . . As the opportunity to discuss this matter with friends, neighbors and fellow-citizens arises, each of us should be in full command of the facts. NEA has done a superb job of delivering them to us in a scholarly, usable and succinct, though comprehensive form. The very least we can do is to make the most of them.

"NEA's position in this whole matter is still abundantly clear," Mr. Evans' letter says. "All of their personnel who have been involved in any way in the study of Utah's school system have repeatedly sacrificed personal interests to make their time, talents and skills available to Utah in its hour of need. For their professionalism, dedication and unselfish service, the Utah Education Association will forever be grateful."

Calendar of Events Utah School Controversy

March 1963—Utah Education Association membership votes to interrupt contract negotiations for coming school year until evidence is seen of steps toward improved statewide quality education.

April 1963—UEA House of Delegates reaffirms this stand. NEA promises strong support for Utah teachers and announces plans for an investigation of the Utah school situation.

June 1963—An NEA Professional Rights and Responsibilities Commission special study committee, chaired by Oscar E. Thompson of the State College of Iowa, makes its first visit to Utah.

July 1963—Delegates to the NEA Convention in Detroit vote to commend the Utah teachers' stand and to actively support them.

Utah's governor appoints a special committee to study school conditions.

August 1963—UEA special convention passes a resolution recommending that the appointment of the committee by Utah's governor be regarded as a first step to the resolution of the impasse.

Utah schools open on schedule as teachers agree to proceed with contract negotiations.

October 1963—NEA's special PR&R committee again visits Utah as part of its study.

April 4, 1964—NEA's special PR&R committee releases its written study and recommendations and reports orally to UEA officials.

April 18, 1964—UEA House of Delegates scheduled to meet.

CURRENT

What's Going On in TV, Radio, Press, and National Magazines

Television

(*All times are Eastern Daylight*)

Mr. Novak—Tuesdays, NBC-TV, 7:30 P.M. *April 28:* "To Lodge and Dislodge." *May 5:* "Death of a Teacher." *May 12:* "Sparrow on the Wire." *May 19:* "A Feeling for Friday."

The Great Adventure—Fridays, CBS-TV, 7:30 P.M. *May 1:* "The Pirate and the Patriot," a pirate helps United States win the Battle of New Orleans, 1812. *May 8:* "The Death of Sitting Bull," repeat. *May 15:* "Massacre at Wounded Knee," repeat.

Discovery '64—Sundays, ABC-TV, 1 P.M. *May 3:* "The World Beneath the Sea." *May 10 and 17:* "Heroes, Ballads and Legends," Parts I and II. *May 24:* "Carnival of the Animals."

CBS Reports—Wednesday, April 29, CBS-TV, 7:30 P.M. "De Gaulle: Roots of Power," traces General's public career from 1939 to 1958.

Du Pont Show of the Week—Sunday, May 3, NBC-TV, 10 P.M. "Incident on Wilson Street," news special depicting a group of fifth grade teachers working with culturally deprived children at P.S. 16 in Brooklyn, New York.

CBS Reports—Wednesday, May 6, CBS-TV, 7:30 P.M. "De Gaulle: The Challenge," continues from previous week with consideration of French leader's role in world today.

The American Spectacle—Sunday, May 10, NBC-TV, 10 P.M. News special showing America's scenic wonders, with Van Heflin, narrator, repeat.

Magazines

The American Home—*May*. "How To Judge a School System," do's and don'ts for handling this unsolved problem.

Look—*May 19*. "The Teacher of the Year," chosen nationally in cooperation with Council of Chief State School Officers and U.S. Office of Education.

Ladies' Home Journal—*May*. "The Angels." Part-time teacher Sylvia Plapinger reports on poverty and pathos in New York City schools.

Harper's—*May*. "Give Slum Children a Chance: A Radical Proposal," urges preschool training for the disadvantaged. Also, "An Englishman's Audit of Rhodes Scholars," by an Oxford graduate, Lord Elton.

McCall's—*May*. Feature on California's higher education system, "College for Everybody;" and "The Golden Mike Awards," judged by, among others, NEA President Robert H. Wyatt, for outstanding broadcasting by women.

Parents' Magazine—*May*. What to look for "When a Child Is Failing in School," plus good advice on music lessons, allowances, and pen-pals.

Good Housekeeping—*May*. "What's So Special About Montessori Schools?"

The Reader's Digest—*May*. "Too Much Sex on Campus," and "Team Teaching: How Good Is It?"

Redbook—*May*. "How Successful Are College Marriages?" a nationwide survey of women married as students in 1950.

Ingenue—*May*. Penn State University is described in "Is This the College for You?"

Teacher Preparation Changed Since 1960, Industrial Arts Association Convention Told

Teacher preparation and an appraisal of industrial arts teaching were among the topics examined at the 26th annual American Industrial Arts Association convention early this month, in Washington, D.C. The convention was attended by 1,900 elementary, secondary, and college teachers and students.

Speaking at a meeting of the American Council on Industrial Arts Teacher Education, a council of AIAA, Donald W. Robinson, associate editor of *Phi Delta Kappan,* reported that all but one of the 269 colleges replying to a recent survey have changed their teacher preparation programs since 1960.

The major changes in teacher education, Dr. Robinson said, were in increased time devoted to student teaching; reduced requirements in education courses; increased requirements in general education; increased requirements in subject to be taught; and more selective admissions and retention policies.

Dr. Robinson further reported that 50 institutions increased the time spent by students in student teaching programs. In addition, 13 improved the supervision of student teaching, 7 reported better preparatory experiences leading up to student teaching, 5 have more diversified laboratory experience, and 5 reported greater collaboration with school districts.

Another speaker, Denver Sams, head of the Department of Technical and Applied Arts at Purdue University, said there is a gap between what is offered in most industrial arts programs and what the student actually needs to know. Professor Sams said that "our programs probably lag many years behind the progress of industry we claim we teach."

He suggested that industrial arts instruction could be improved by teachers examining their methods. "We might gain a lot by confronting our students with more perplexing challenges, situations, and problems taken directly from live industry." It is the instructor's responsibility, he added, to see to it that the student's industrial arts training has the best possible similarity to the situations they will encounter in the world of work.

MINNESOTA SENATOR: "Our objective must be that all who are able and willing to work have a job. If this is done we will have developed a perfect—or near perfect—society," **Sen. Eugene J. McCarthy** (D-Minn.) said in an address at the American Industrial Arts Association's first general session, April 1. "We must prove," he added, "that employment in an industrial society need not be degrading; we must refute the charge that workers are taken advantage of."

Report on Utah Issued

(Continued from preceding page)

would appear to be symptomatic of an inadequacy in current salary levels."

Concerning nonprofessional staff, the committee reported that their study showed "that there is a real lack of adequate staff for health services and for clerical services in the schools."

The committee recommended that "all members of the profession should recognize more clearly that all who teach at any level, in any subject, in any educational institution no matter how great or how small and remote, have professional responsibility to assist in assuring each child in the state an opportunity for good education.

"All members of the education profession in the State of Utah, whatever their area of operation, should insist upon conditions of work which permit an effective program of education and should demand the fair and dignified treatment to which the membership of an important profession is entitled. All areas of the profession should unite in providing leadership for a more comprehensive program of education for the young people and adults of the state."

The NEA report also asks for "greater leadership" from the state board of education and points out that, in its opinion, the Utah School Boards Association is carrying responsibilities that the State Board of Education should assume.

UEA Members' Courage Lauded

The final two recommendations of the committee's report are directed to the Utah Education Association and to NEA. "The members of the Utah Education Association," the committee said, "should continue to demonstrate the courage and solidarity that have won the admiration of educators throughout the nation. The UEA should continue to exert vigorous and farsighted leadership for the improvement of educational opportunities for the people of the state. . . . The UEA should develop a dynamic and long-term campaign to renew and extend the confidence and support of many individuals and organizations throughout the state."

The NEA "should continue to give aid and encouragement to the Utah Education Association and the educators of Utah in their efforts to improve educational conditions in that state. The NEA should be prepared to give additional emergency support if the school crisis in Utah is not resolved."

School Administrators Return from Soviet Tour; Plans Under Way for Teachers' Visit to Russia

Changes in Russian education in the past five years were studied by about 30 school administrators who returned this week from a month's tour of the Soviet Union. The group was under the direction of Martin Essex, superintendent of Akron, Ohio, schools and vice-chairman of the NEA Legislative Commission. Dr. Essex also participated in an American Association of School Administrators' tour to the U.S.S.R. in 1959.

The NEA Division of Educational Travel, cosponsor of the tour with AASA, recently announced plans to offer teachers on all levels of education a general tour of the Soviet Union in the summer of 1965.

NAMES IN THE NEWS

THE NEA EXECUTIVE COMMITTEE has named to four-year terms as members of the Commission on Professional Rights and Responsibilities: **Edna Lindle,** teacher, Henderson, Ky.; **Mable M. Mitchell,** teacher, Boulder City, Nev.; and **Henry Williams,** principal, Tyler, Texas. . . . AASA President-Elect **George B. Brain** has resigned as superintendent of schools, Baltimore, Md., to become dean, College of Education, Washington State University, Pullman. . . . **Tom Wood** of La Habra, Calif., is new executive secretary of the Montbello (Calif.) Teachers Association. Mr. Wood, principal of the Hillview Intermediate School of the East Whittier School District, will begin his service to MTA on August 1. . . . **James V. DeRose** is the newly chosen president-elect of the National Science Teachers Association for 1964-65. Mr. DeRose, head of the science department, Marple-Newtown Senior High, Newtown Square, Pa., will succeed **Helen Hale,** supervisor of senior high school science for the Board of Education, Baltimore County, Towson, Md., who takes office this July. . . . Recipients of awards for distinguished service in school administration at the AASA convention were: **Robert D. Baldwin,** retired from West Virginia University, Morgantown, who now serves as executive secretary of the West Virginia School Boards Association; **Willard S. Elsbree,** Teachers College, Columbia University (retired); **Philip J. Hickey,** superintendent of instruction, St. Louis, Mo.; and **Ward I. Miller,** superintendent of schools, Wilmington, Del. (retired). . . . **Frank Balthis**, field associate for the Chicago office of the Illinois Education Association, died March 9.

OHIO, ARIZONA, ILLINOIS TEACHERS WIN FELLOWSHIPS: Three teachers have been named this year to receive the annual Hilda Maehling Fellowships. The awards, administered by the NEA Department of Classroom Teachers and named in honor of the Department's first executive secretary, who is now retired, will be presented during Classroom Teacher Night at the NEA Convention in Seattle to: **Treca Gardner** (left) of Marengo, Ohio, a teacher of sixth grade students in the Mount Vernon City School System, to write a handbook on teaching grammar through creative writing: **Vera Vanhook** (center), a teaching librarian at East Junior High School, Mesa, Arizona, to provide a school library service in conjunction with the summer school program in Mesa; and **Sheli Lulkin** (right), a sixth grade teacher in the Chicago Public Schools and editor of the Chicago Education News, to help finance a handbook for public relations chairmen of local education associations.

Science Teachers Convention Probes Side Effects of Nationwide Courses

Science teachers, scientists, and science educators must work as a team "toward the solution of the problems in science education in perspective as one facet of education for all," Stanley E. Williamson, president of the National Science Teachers Association, NEA, told the more than 3,700 registrants at the NSTA annual meeting March 20-24 in Chicago.

"Every thoughtful science teacher," he continued, "is concerned about the problems and issues of teaching, particularly those that pertain to philosophy, curriculum, and method."

The predominant theme emerging from the convention, with every state except one plus several foreign countries represented, was the side effects of the nationwide curriculum projects and new courses.

John R. Mayor, American Association for the Advancement of Science, pointed to two benefits "of which we can be most certain from the new science courses, developed with the support of the federal government, . . . (1) the change in the attitude on the part of teachers toward the study of science, and (2) the demonstration that teams of scientists and teachers can work together effectively in producing materials which can be used with enthusiasm in the classroom."

Defining scientific literacy in another address, Herman C. Branson, Howard University, Washington, D.C., said: "You are literate in science when you understand some of the facts of science and how they are related to each other, when you understand how science is related to the objects in our physical world, and finally, when you have some real understanding of the image of science in your mind and in the public mind."

CITATION FOR RESCUING SCHOOL DROPOUTS: New York City's mayor, North Carolina's governor, and a well-known Chicago merchant have been named to receive citations from the NEA Project on School Dropouts for their successful efforts to rescue high school dropouts. **Mayor Robert Wagner** (second from left above) receives his citation from **Daniel Schreiber,** director of the NEA project, for his "imagination and creativity in combating the school dropout problem" through his Stay-in-School and Municipal Cooperative Education Programs. At the presentation ceremonies also are **Harry Van Houten** (left), staff member, New York City Teachers Association, NEA; and **Theodore H. Lang** (right), chairman of the Inter-Agency Committee, which administered the Stay-in-School Program. Another citation will be received by North Carolina Governor Terry Sanford for his massive efforts since late 1960 to boost the quality of all education in his state, and, as an integral part of this plan, to cut the dropout rate. The third citation goes to C. Virgil Martin, president of Carson Pirie Scott department store, who offered selected dropouts part-time jobs—if they attended a special school designed to meet the needs of dropouts. This plan expanded to include more Chicago stores and more students.

Official Actions Regarding Unsatisfactory Educational Conditions

Below is a current listing of the names of school districts or systems where a state education association or the NEA has notified members of the profession and the public that unsatisfactory educational conditions exist.

Association	District or System
• Iowa State Education Association	Pleasantville, Iowa, public schools
• National Education Association	Overseas Dependents Schools
• New Mexico Education Association	Springer, N. Mex., public schools

When an association officially reports that conditions have become satisfactory in any of the above districts or systems, the NEA REPORTER will announce the action.

Act in Antipoverty Effort, Delegates To Exceptional Children Meeting Told

Describing President Johnson's antipoverty program as "a magnificent move of domestic statesmanship," James L. Lehman, a Detroit, Michigan, curriculum coordinator, in a speech at the annual meeting of The Council for Exceptional Children early this month, called upon educators to "provide leadership in support of this effort."

He also challenged the participants to "bring our research abreast of the fast-moving times in which we live."

In another address Rep. John E. Fogarty (D-R.I.) called upon the nation to consider ways to aid the education of gifted children and tell Congress about them. "I would be interested," he asserted, "in receiving proposals to assist the nation in identifying the full range and number of our gifted children and proposals to act upon this knowledge—both among the advantaged and the disadvantaged of our society." Congressman Fogarty, chairman of the House Labor-HEW Appropriations Subcommittee, said that "we in Washington cannot organize these programs for you. . . . But we can make it possible for you to do a better job and this we assuredly should do."

Almost 3,400 delegates attended the CEC convention in Chicago, the largest participation on record. Included were more than 500 students who participated in the activities of the Student Council for Exceptional Children, a recently formed student unit of CEC.

The First Wallin Award, honoring outstanding educators of handicapped children, was presented during the conference to Harley Z Wooden, director of the NEA Project To Improve Language Instruction of Deaf Children and the first CEC executive secretary.

In her presidential address at the conference, Frances P. Connor, Teachers College, Columbia University, pointed to special education revolutions which she sees within the growth of educational provisions for exceptional children. Among revolutions she defined were: special education depends upon an intensive infusion of new knowledge, not the perpetuation of past practice; and the status quo is to be evaluated, not treasured.

POVERTY WAR . . .

(Continued from page 3, column 4)

ices, such as remedial reading, summer courses or other special tutoring, would be offered only in public elementary and secondary schools, but children enrolled in private and parochial schools would be allowed to attend.

• A $150 million program of special federal assistance to provide work training or basic education for welfare recipients would be established. The funds could be used to finance state and local welfare projects for unemployed fathers or other members of families receiving cash grants under the program of aid to families with dependent children. A bill proposing a similar but more limited $50 million program would be absorbed in this proposal.

Capsule Program of 1964 Convention (See Page 4)

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NATIONAL CONGRESS ON INSTRUCTION: Students from Virginia and Maryland participate in one of the demonstrations showing various methods of teaching the humanities, American civilization, and the sciences given during the first National Congress on Instruction, sponsored by NEA and its departments April 30-May 2 at NEA Center. Attending the Congress were more than 150 delegates from 45 associations and scholarly societies as well as the NEA and the departments. Conferees focused on the problem of how to make the work of the teacher more consequential, more effective, more fruitful, more artistic. Major addresses were given by Max Lerner, Brandeis University; John H. Fischer, president, Teachers College, Columbia University, who also served as general chairman; and U.S. Commissioner of Education Francis Keppel.

Teachers in Milwaukee Suburb Vote In Favor of Professional Association

Teachers in a Milwaukee suburb decided on April 14 that they should be represented in negotiations by the local professional association. The teachers of West Allis-West Milwaukee voted 320 to 189 in favor of the West Allis-West Milwaukee Teachers Association. The loser in the election was the local teacher union group.

Ninety-seven percent of the 532 eligible teachers voted. Two votes were cast for "no organization." The Wisconsin Employment Relations Board supervised the balloting.

The election was the first test of teacher choice in the suburb since last year, when the union group attempted to disqualify the local professional association because of its affiliation with the Wisconsin Education Association. The Employment Relations Board ruled that WEA and its affiliates did qualify under state law to represent teachers.

The local professional association has been pushing for an election in West Allis-West Milwaukee since last year. The union group has been trying to block an election and has brought legal action that had the effect of jeopardizing a four percent salary increase for teachers.

Kenneth Grove, president of the West Allis-West Milwaukee Teachers Association, condemned the "dog-in-the-manger delaying tactics of the union." He promised quick action by the local association to begin negotiations and to recoup the losses brought about by the union's interference.

Washington State Local Association Wins over Union

On May 6, teachers in South Kitsap, Washington, voted overwhelmingly for exclusive representation by the South Kitsap Education Association.

The balloting was on two propositions: First, teachers were asked to indicate if they wanted to have an exclusive representative before the school board. They decided by a vote of 152 to 27 that they did. Second, they were asked to choose the organization they wanted as their representative. They selected the SKEA over the local teachers union, 150 to 28.

SKEA President Patricia Sebring said she was confident from the beginning that the local association would be victorious. The association is now working for a full-fledged negotiations agreement, Mrs. Sebring said.

Utah Report Awaited

The Utah Education Association House of Delegates met on April 18, then recessed until the interim report by the Governor's School Study Committee is released.

The UEA House passed a resolution on April 18 stating "that until the interim report of the Governor's Committee is made available to this body these proceedings be recessed, and that all local education associations refrain from any further negotiations with their respective school districts."

10,000 Expected at Convention in Seattle June 28 to July 3

Dining in the Space Needle, viewing live television coverage, watching a demonstration of championship log rolling, and riding on a monorail are among the unusual activities that will be available to the estimated 10,000 NEA members who attend the 102nd annual NEA Convention in Seattle this summer. Convention Center will be the 74-acre grounds of the recent Seattle World's Fair. Convention dates are Sunday, June 28, through Friday, July 3.

Built around NEA President Robert H. Wyatt's theme, "Education for Responsible Freedom," the Convention will include seven business sessions and four General Assembly meetings.

Most major meetings will be held in the Coliseum at Convention Center. Headquarters hotel in downtown Seattle will be the Olympic. The downtown area and Convention Center are connected by a one-and-a-half-mile monorail system which can transport hundreds of riders from city to Center in one and a half minutes.

TV Coverage

KCTS educational TV station will cover the NEA Convention for three hours Monday, Wednesday, and Thursday. Scheduled from 4 to 7 P.M. are programs featuring celebrities of the day, current issues facing the schools, international interests of NEA, professional welfare, and reports on NEA projects.

On Monday, at the Second General Assembly, Francis H. Keppel, U.S. Commissioner of Education, will speak. President Wyatt will address the Third General Assembly on Wednesday evening. NEA's reception for the president will be held in the Opera House after the Wednesday evening session.

NEA Executive Secretary William G. Carr will make his report to the membership at the First General Assembly on Sunday night.

Classroom Teacher Night

Tuesday night, June 30, will be Classroom Teacher Night. A special feature of that evening will be a demonstration of championship log rolling and tree chopping at Seattle Memorial Stadium.

New officers of the Association will be elected in balloting on Friday, July 3, from 8 A.M. to 3 P.M. in the Coliseum. A reception for the new president-elect will be held Friday night.

Open hearings on NEA resolutions will be held one day earlier than usual this year. The hearings will begin at 3 P.M. Sunday, June 28, at the Opera House, and are scheduled to run until 5 P.M.

An open meeting of the NEA Legislative Commission will be conducted on Tuesday at 3:30 P.M. in the Opera House. Running the open forum on education legislation will be Sen. Wayne Morse (D-Oreg.), chairman of the Senate education subcommittee.

Sessions Set Before and After Convention

As in previous years, several NEA units and related groups have scheduled meetings just prior to or immediately after the NEA Convention, either in the Convention city or nearby.

A one-day workshop on selective recruitment of teachers will be sponsored in Seattle by the National Commission on Teacher Education and Professional Standards, Saturday, June 27, in the Benjamin Franklin Hotel from 9:30 A.M. to 3 P.M. Purpose of the workshop is to develop new ideas for programs designed to help students explore teaching as a career. The meeting is designed to bring together key administrators, classroom teachers, counselors, state and local associations, TEPS leaders, FTA and Student NEA consultants, advisers, and other professional leaders.

PR&R Workshop

The third national workshop of the Commission on Professional Rights and Responsibilities is scheduled for June 24-26 at the University of Washington in Seattle. Section meetings will discuss ethics, sanctions, and negotiations. Study groups will examine academic freedom and critics; civil and human rights of educators; and tenure, personnel policies, and grievance procedures. Attendance at the workshop is by invitation.

Creativity Workshop

A three-day workshop on creativity is planned for June 25-28 at Whidbey Island, northwest of Seattle, by the Department of Elementary-Kindergarten-Nursery Education. Teachers and others interested in creative learning will have an opportunity to share experiences in art, music, science, writing, social studies, and dramatics in "Sights and Sounds on the Sound."

Urban Session

Members of the National Council

(See MEETINGS, page 3, column 2)

House Hearings on Antipoverty Bill End

Congressional hearings on the Administration's omnibus antipoverty measure—the Economic Opportunity Act of 1964—ended before an ad hoc subcommittee of Chairman Adam Clayton Powell's House Committee on Education and Labor on April 28. Powell said his Committee would make some changes in the Administration's draft (HR 10440), but added that the bill's major thrust will be preserved. Powell said he intends to maneuver the bill through his Committee by the end of May.

Plans for establishing (1) a job corps to educate and train young men between the ages of 16 and 21, (2) a work-study system for needy college students, and (3) special training and work projects for welfare recipients have all been well received by Committee Democrats. So has the Administration's "community action" plan for helping cities improve slum schools, health services, etc.

As hearings on the legislation progressed, and the Committee heard testimony from Cabinet members, representatives of education (including supporting testimony from NEA), business, labor, and key state governmental personages, it became apparent that all 19 Democrats on the 31-member Committee supported the legislation in general. However, Republicans on the Committee, led by the ranking minority member, Rep. Peter Frelinghuysen of New Jersey, contended, among other things, that the job corps is designed primarily to benefit Negroes, that the legislation duplicates existing federal assistance efforts and places too much power in the hands of a proposed new federal Office of Economic Opportunity. Moreover, Republican Committee members repeatedly demanded "clarification" on the church-state question.

As the hearings ended, Representative Frelinghuysen offered an antipoverty counterproposal (HR 11050) providing for reduced federal outlays and greater state participation. It is believed the chief purpose of the Republican tactics is to preserve a Republican voice in shaping the final Committee product.

The biggest hurdle for the antipoverty measure in the long run will probably be the legislation-clearing House Rules Committee, where both religious and racial questions abound.

House Judiciary Committee Continues Hearings on Prayer; Senate Subcommittee Concludes Hearings on Student Aid

The House Judiciary Committee is continuing hearings on a proposed constitutional amendment to permit prayers and Bible readings in schools. Resolutions differing in detail but all aimed at reversing the 1962 and 1963 Supreme Court decisions that prohibited the requirement of such exercises in public schools have been introduced by 146 House members. Mail received by the Judiciary Committee is said to be extremely heavy.

The hearings opened with statements from many members of Congress and are expected to continue until about June 1. Chairman Emanuel Celler (D-N.Y.), who is opposed to the proposition, presided at the hearings. Rep. Frank J. Becker (R-N.Y.) is chief sponsor of the amendment.

No plans have been made for NEA testimony on the pending Congressional Resolutions. It is recognized that many of the 900,000 individual members of the NEA have strong personal opinions on both sides of the question. However, the policy-making bodies of the NEA have taken no action on the proposed amendments, so there is no clear basis for an official statement at this time.

Hearings before Sen. Wayne Morse's (D-Oreg.) Subcommittee on Education of the Senate Labor and Public Welfare Committee have concluded on S 2490, Sen. Vance Hartke's (D-Ind.) bill authorizing four separate programs to aid college students. S 2490 would provide a package of student financial aid in the form of scholarships, work-study programs, expansion of National Defense Education Act student loan authority, and federal insurance of commercial loans for college students.

The NEA supports S 2490 in general, but believes that payments should go to the student directly and that there should be no "cost of instruction payments" to the institution. The Association for Higher Education, an NEA department, has given support to the over-all purposes and general approach of S 2490.

It is expected that S 2490 will not reach the Senate floor until after the Senate completes consideration of the Civil Rights Act and that the House Committee on Education and Labor will wait for the Senate version rather than begin hearings on a House counterpart.

UNESCO Teacher Committee Elects NEA Executive Secretary Chairman

NEA Executive Secretary William G. Carr was unanimously elected early this month as chairman of an international teachers committee of the United Nations Educational, Scientific and Cultural Organization (UNESCO). He was named during a UNESCO conference in Paris.

The committee Dr. Carr now chairs is concerned with the problems of educational policy which affect teachers, including the economic and social conditions of teaching around the world. In addition to Dr. Carr, who represents the United States, committee members represent Argentina, Chile, the Cameroons, France, Hungary, India, Norway, the Philippines, USSR, United Kingdom, and the United Arab Republic.

Membership Tops 900,000

NEA membership topped 900,000 on April 30. The figures for that date show a total of 900,514 members, 42,822 more than were enrolled at the same date last year.

Journal Seeks Ideas On Teachers' Children

The *NEA Journal* is seeking information from teachers who have children or who have friends or acquaintances in the profession who have children—or from teachers whose parents were teachers. The *Journal* wants to know the answers to questions like these: Do special problems develop for teachers' children? Is too much expected of them? What stresses are they subjected to?

If you have answers to these questions, write to Byron Fielding, *NEA Journal,* 1201 16th St., N.W., Washington, D.C. 20036.

AN ORCHID FOR THE TEACHER: The president of the NEA Department of Classroom Teachers, **Henry E. Goebel,** pins a corsage on the 1964 Teacher of the Year, **Lawana Trout,** as **Taimi Lahti** (right), DCT assistant secretary, looks on. Mrs. Trout, an English teacher and student counselor at Charles Page High School in Sand Springs, Oklahoma, was guest of honor at a DCT reception given for her May 6 after a press conference at NEA Center. During White House ceremonies earlier in the week, President Johnson had presented to Mrs. Trout the Teacher of the Year award pin and certificate. The award is sponsored by *Look* magazine in cooperation with the U.S. Office of Education and the Council of Chief State School Officers. DiDio Photo, Nat'l Ed. Assoc.

Wolpert, NEA West Coast Representative, To Direct Urban Project After August 1

NEA's West Coast field representative—a former urban teacher—has been named director of NEA's Urban Project. Arnold W. Wolpert will take charge of the Project on August 1. Mr. Wolpert will succeed Allan M. West, who will become NEA assistant executive secretary for field operations on that date.

In announcing the appointment, NEA Executive Secretary William G. Carr said that "the choice of Mr. Wolpert is most appropriate at a time when urban associations are being called upon increasingly to assist in the negotiation of employer-employee agreements in the schools.

"For eight of his ten years as a teacher, Mr. Wolpert was in an urban school in the Metropolitan Los Angeles area," Dr. Carr noted. "For six and a half years he was field representative for the California Teachers Association, and he has been NEA's western field representative since September 1957. He is a past president of the El Monte (California) Education Association. We look forward to having him with us at NEA Center in Washington."

Teachers' Writing Contest

Contestants in the "Teachers' Writing Contest," announced in the April *NEA Journal,* must not send their entries by any mailing method that requires special handling, such as special delivery, registered, or certified mail. See contest details on page 54 in the April *Journal.*

Official Actions Regarding Unsatisfactory Educational Conditions

Below is a current listing of the names of school districts or systems where a state education association or the NEA has notified members of the profession and the public that unsatisfactory educational conditions exist.

Association	District or System
• Iowa State Education Association	Pleasantville, Iowa, public schools
• National Education Association	Overseas Dependents Schools

The New Mexico Education Association reported late last month that "after a complete and thorough review of present practices of Springer, New Mexico, public schools, the New Mexico Professional Rights and Responsibilities Commission has declared that conditions are sufficiently improved to remove the warning to professionals concerning employment in Springer."

CURRENT

What's Going On in TV, Radio, Press, and National Magazines

Television

(All times are Eastern Daylight)

Mr. Novak—Tuesdays, NBC-TV, 7:30 P.M. *May 26:* "To Break a Camel's Back." *June 2:* "X Is the Unknown Factor." *June 9:* "Pay the Two Dollars." *June 16:* "The Risk."

The Great Adventure—Fridays, CBS-TV, 7:30 P.M. *May 29:* "The Death of Sitting Bull." *June 5:* "The Massacre at Wounded Knee." *June 12:* "The Man Who Stole New York City." *June 19:* "A Boy at War."

Discovery '64—Sundays, ABC-TV, 1 P.M. *May 31 and June 7:* "Discovery Goes to London," Parts I and II. *June 14:* "How Our Words Began." *June 21:* "The Good Old Days" Part I.

Town Meeting of the World—Wednesday, May 27, CBS-TV, 7:30 P.M. "Myths and Menaces" of international relations discussed via Telstar II.

The Red, White and Blue—Tuesday, June 9, NBC-TV, 9 P.M. "Project 20" special on American patriotism. Walter Brennan is storyteller.

The French Army—Tuesday, June 9, NBC-TV, 10 P.M. Its history since World War I.

Sikkim and Its Yankee Queen—Wednesday, June 17, NBC-TV, 9 P.M. Hour-long documentary on the protectorate, its royalty, and its people.

Magazines

Redbook—*June*. "The Little Boy Who Couldn't Learn," sympathetic story of youngster who hated first grade, as told through his parents, teachers, and counselor, by Alice Lake.

Ladies' Home Journal—*June*. Special issue devoted to "Woman: The Fourth Dimension," contains nine articles that focus on careers and their rewards.

Good Housekeeping—*June*. "How Worthwhile Are Group I.Q. Tests?" in "Better Way" section; and "My Dream for My Children," by Mrs. Martin Luther King, Jr.

Parents' Magazine—*June*. "What Report Cards Don't Tell" and "Games That Make Children Think."

Reader's Digest—*June*. "The Many Commencements of Callie Trent," about the wife of a West Virginia elementary school principal and her struggle to educate their six children and help her husband earn advanced degrees. Author is chairman of Marshall University's Journalism Department.

Glamour—*June*. Profiles of three Catholic women's colleges in "Find the College that Needs You," and "Automation: How Will It Change Your World?" by John Diebold.

Woman's Day—*June*. "The Summer Job Story 1964," by Alan Hynd.

NEA REPORTER

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Mr. Novak Television Program Receives Peabody Award For 'Restoring Dignity, Honor to School Teacher's Image'

ANOTHER AWARD FOR "MR. NOVAK": NBC-TV executive vice-president **Walter D. Scott** (center) accepts the Peabody medal for *Mr. Novak* from **John E. Drewry,** dean of the University of Georgia's Henry W. Grady School of Journalism, which administers the awards. At right is **Bennett Cerf,** president of Random House, Inc., chairman of a national advisory board for the Peabody awards.

NBC-TV's *Mr. Novak* walked away with three top honors this spring, including a George Foster Peabody Award, sometimes called the Pulitzer Prize of broadcasting. The Peabody citation, given to *Mr. Novak* for distinguished achievement in television entertainment, was read by Bennett Cerf, president of Random House, Inc., at a luncheon of the Broadcast Pioneers in New York City, April 29.

The program was honored, said Mr. Cerf, for "restoring dignity and honor to the popular image of the American school teacher, for reminding our young people that there is no grander pursuit than the pursuit of knowledge, and for daring to insist—without preachment or piety—that the uneducated man is an incomplete man. This series has assumed special importance in an age of lowered standards and school dropouts. It has sensed its responsibility and risen to it with courage and good taste."

In accepting the award for *Mr. Novak,* Walter D. Scott, executive vice-president in charge of the NBC Television Network, said: "I am sure that E. Jack Neuman, the executive producer, and the stars, James Franciscus, Dean Jagger, and Jeanne Bal, would want me to express their gratitude and appreciation to the National Education Association for its advice and guidance in the preparation of the program."

In another development, the first Man of the Year Award in its 113-year history was conferred by Christian College for women in Columbia, Mo., on James Franciscus.

In mid-April, executive producer Neuman was named winner of a special "Better Understanding" award by the Washington Education Association, the first time such an award has gone to an individual from outside the state.

Overseas Schools Might Operate Better Under Office of Education, Carr Says

Overseas Dependents Schools—the schools provided by the Defense Department for the children of Americans serving abroad—might operate more efficiently if they were placed under the U.S. Office of Education, NEA Executive Secretary William G. Carr told members of the Overseas Education Association in Munich, Germany, on May 2.

"As teachers we insist that children who are dependents of U.S. military men stationed overseas are American children, no less so than the children on military bases within the continental United States," he said at the OEA annual meeting. Dr. Carr pointed out that schools on military bases within the United States are administered by the Office of Education. "It would be a most refreshing change to have the leadership of the overseas schools under the same educational auspices."

Dr. Carr and Robert W. McLain, NEA contact for OEA, also reported on the progress of the suit filed by NEA on behalf of the OEA to require the Defense Department to pay overseas teachers the salaries required by law. Both men promised continued efforts by NEA to win the suit.

MEETINGS . . .

(Continued from page 1, column 3)

of Urban Education Associations and the National Association of Executive Secretaries of Urban Teachers Associations will look at various areas of urban problems in a workshop June 25-27 at the Meany Hotel in Seattle.

Student NEA

A preconvention meeting of the Council of State Presidents of Student NEA will be held on the theme "The New Professional: A Widening Outlook" June 22-27 at the University of British Columbia. State presidents and one other student leader from each of the state associations will participate in this national leadership conference.

Safety Education

The eighth annual conference of the American Driver and Traffic Safety Education Association will be held June 24-27 at the Olympic Hotel in Seattle. The program, centered on "Accident Prevention Through Education," includes general sessions addressed by national authorities, followed by group discussion. There will also be division meetings to deal with special interests, and an exhibit of driver and safety education materials.

Classroom Teachers

After the Convention, the NEA Department of Classroom Teachers will hold its annual national conference July 5-17 at Western Washington State College, Bellingham. Designed for 400 participants, the conference will include general sessions and group discussions on topics of concern to classroom teachers.

Elementary Principals

Another meeting scheduled after the Convention is the annual workshop of the Department of Elementary School Principals at the University of Oregon, Eugene, July 6-17.

School Public Relations

The National School Public Relations Association seminar at Portland, Oregon, will be held July 6-10 at the Sheraton Portland Motor Inn.

Groups Seek Ideas on School Transportation

The five national educational groups, including the National Commission on Safety Education of the NEA, who are sponsoring the 1964 National Conference on School Transportation urge REPORTER readers to suggest ideas for improving the quality of school buses, the preparation of school bus drivers, and use of signal lights on school buses.

Readers should send their ideas to their **state department of education** for consideration in advance of the conference, scheduled for December 1964.

Wyatt, Payne Stress Cooperation with School Boards

NEA President Robert H. Wyatt and American Association of School Administrators President J. Win Payne told delegates to the National School Boards Association convention last month that the guiding philosophies of NEA, AASA, and NSBA are very similar. Quality education for all children, regardless of background, is our common goal, Dr. Payne said. NEA and NSBA are cooperating successfully in many areas, Dr. Wyatt said.

Both presidents spoke at the NSBA convention's second general session on April 26. The convention was held in Houston.

NEA President-Elect Lois Edinger served on a panel discussing school board-teacher-superintendent relations at the convention. Miss Edinger urged board members to work for written policies. Such policies help in five important ways, she said. "They bring clarity to school operation. They bring understanding. They bring good will. They provide direction. They provide for control and efficiency."

Capsule Program of Day-by-Day Events

SUNDAY, June 28

8:00 A.M. Classroom Teachers, Advisory Council Breakfast (Invitational)
NEA Bylaws and Rules Committee, Breakfast

9:00 A.M. Registration and Exhibits Open
Classroom Teachers, Resolutions Committee

9:30 A.M. NEA Board of Directors

10:00 A.M. Classroom Teachers, Rules Committee

10:30 A.M. Classroom Teachers, Elections Committee

11:00 A.M. Religious Services (Church of your choice)

12:00 Noon Classroom Teachers and Professional Rights and Responsibilities, Luncheon (Invitational)
Student NEA Registration and Orientation

1:00 P.M. Classroom Teachers Resolutions, Open Hearings

2:00 P.M. NEA Budget Committee, Open Hearing

3:00 P.M. NEA Resolutions, Open Hearing

4:30 P.M. State Delegation Leaders, Orientation

5:00 P.M. Classroom Teachers, Open House
Exhibits and Registration Close

5:15 P.M. NEA Past Presidents Dinner (Invitational)

7:30 P.M. First General Session

MONDAY, June 29

7:30 A.M. State Delegations (Breakfasts)

8:00 A.M. State Delegations (Meetings)
Willard E. Givens Trophy Awards Committee (Breakfast)

9:00 A.M. Registration and Exhibits Open
Educational Press Business Meeting

9:30 A.M. NEA Board of Directors
Classroom Teachers, Department Meeting

10:00 A.M. American Association of School Administrators; Elementary School Principals; Rural Education; Secondary School Principals; Supervision and Curriculum Development (joint meeting)
Elementary-Kindergarten-Nursery Education (all day)
Higher Education (all day)

12:00 Noon Educational Press, Luncheon

12:30 P.M. Administrative Women and Women Deans and Counselors, Luncheon
Elementary School Principals, Luncheon

2:00 P.M. Supervision and Curriculum Development
NEA Elections Committee

2:30 P.M. Audiovisual; Elementary School Principals; School Librarians (Joint meeting)
Editors of Local Associations

4:30 P.M. NEA Bylaws and Rules Committee, Open Hearing

5:30 P.M. Public Affairs Dinner (Invitational)

6:00 P.M. Registration and Exhibits Close

7.00 P.M. Classroom Teachers, Resolutions Committee (Dinner)

8:00 P.M. Second General Assembly

TUESDAY, June 30

7:30 A.M. Special Group Breakfasts: Alpha Delta Kappa, American Overseas Educators Organization, Delta Kappa Gamma, Denver University Alumni, Massachusetts Breakfast, Phi Delta Kappa, Pi Lambda Theta, Sigma Alpha Iota

9:00 A.M. Registration and Exhibits Open
NEA Credentials Committee

9:45 A.M. First Business Session

1:00 P.M. NEA Bylaws and Rules Committee, Luncheon

1:30 P.M. Second Business Session

3:30 P.M. Commissions, Committees, and the Council, Open Hearings

5:00 P.M. Registration and Exhibits Close

6:00 P.M. Classroom Teacher Night

WEDNESDAY, July 1

7:30 A.M. State Delegations (Breakfasts)

8:00 A.M. State Delegations (Meetings)

9:00 A.M. Registration and Exhibits Open

9:45 A.M. Third Business Session

1:00 P.M. NEA Bylaws and Rules Committee, Luncheon
Adult Educators and Vocational Education, Joint Meeting.

1:15 P.M. Luncheons: Classroom Teachers Advisory Council, Classroom Teachers Conditions of Work, Classroom Teachers New Teachers, NEA Journal (all Invitational); Book and Author Luncheon, American Association of School Librarians, Home Economics
Department Meetings: Mathematics, Driver and Traffic Safety

1:30 P.M. Department Meetings: Industrial Arts, Foreign Languages, Art Education, Health, Physical Education, and Recreation

2:00 P.M. Department Meetings: Exceptional Children, Educational Research, Social Studies, Speech, Music Education, Rural Education

2:15 P.M. Department Meetings: Business Education, Journalism

2:30 P.M. Department Meeting: School Public Relations

4:30 P.M. NEA Journal Tea

5:00 P.M. Registration and Exhibits Close

5:30 P.M. Classroom Teachers, New Presidents Dinner (Invitational)

7:30 P.M. Third General Assembly

10:00 P.M. Reception for the President

THURSDAY, July 2

7:30 A.M. —State Delegations (Breakfasts)

8:00 A.M. State Delegations (Meetings)

9:00 A.M. Registration and Exhibits Open

9:45 A.M. Fourth Business Session

1:00 P.M. NEA Bylaws and Rules, Luncheon

1:15 P.M. Women's Association of Illinois, Luncheon

1:30 P.M. Revolution in Foreign Languages

2:00 P.M. Pressing Issues in Teacher Salary Scheduling
The Deprived Child
Seminar for Urban Delegates

2:30 P.M. American Education Week Workshop
Automation and School Dropouts
Audiovisual
NEA Workshop on Affiliation and Representation
Emerging Copyright Laws and Their Implications for Teachers
Theme Readers Report —To Improve English Composition
From Bookshelves to Action
Local Association Presidents Workshop
The Extremists and the Schools
The New Teacher and the Professional Association

5:00 P.M. Registration and Exhibits Close

6:00 P.M. Notables Dinner

6:30 P.M. Premiere National Screenings

8:00 P.M. Friendship Night

FRIDAY, July 3

7:30 A.M. State Delegations (Breakfasts)

8:00 A.M. State Delegations (Meetings)
Polls Open for Voting

9:00 A.M. Registration Opens

9:45 A.M. Fifth Business Session

12:00 Noon Registration Closes

1:00 P.M. NEA Bylaws and Rules, Luncheon

2:30 P.M. Sixth Business Session

3:00 P.M. Polls Close

8:00 P.M. Fourth General Assembly and Seventh Business Session

UP HE GOES: Working his way up a tree during a logging show at Seattle Memorial Stadium, site of the NEA Department of Classroom Teachers' special event night, June 30, is **Swantee Kyllonen,** 74, of Olympia, Washington. After ascending 60 feet, he chops off the top of the tree. This demonstration will be a special exhibition at Classroom Teacher Night during the 1964 NEA Convention.

Special Issue: Highlights of Association Activities During the 1963-64 School Year

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NEA Invokes National Sanctions in Utah After Governor Refuses Special Session

Milwaukee Election Is One of Ten Victories Since September 1963

Ten education associations in four states were elected as exclusive representatives of teachers during the past school year. The largest professional victory was in Milwaukee, where the association received 2,249 votes as against 1,645 for the teacher union group. About 93 percent of the city's teachers turned out February 11 and 12 to select the Milwaukee Teachers' Education Association as their representative.

NEA Executive Secretary William G. Carr, describing the Milwaukee election, said that "this victory by an NEA affiliate over an affiliate of the AFL-CIO represents a significant turning point in American education."

The Milwaukee association won the election conclusively despite intensive efforts by the AFL-CIO's Industrial Union Department on behalf of the local union. IUD President Walter Reuther was brought into Milwaukee to urge a pro-union vote.

A vigorous campaign was waged by the MTEA. Meetings, special mailings, telephone calls, and newspaper

(See '63-'64 ELECTIONS, page 4, column 2)

NEA Members Donate Over $70,000 to Prince Edward Schools

Last August, NEA President Robert H. Wyatt invited all NEA affiliates and members to contribute to a fund to support the Prince Edward (Virginia) Free Schools, which were set up to provide education for about 1,700 children, mostly Negro, who had been deprived of schools since 1959.

To date, over $70,000 has been received from 390 NEA affiliates that have sent copies of transmittal letters to NEA Center. Substantial contributions have come from California Teachers Association-Southern Section ($14,743.75), New Jersey Education Association ($6,362.21), District of Columbia Education Association ($5,600), Washington Education Association ($5,466.98), Student Body Finance Branch of Los Angeles City Schools ($4,912.92), Philadelphia Teachers Association ($2,579.98), Cleveland Education Association ($2,073.15), NEA Staff Organization ($2,000), St. Paul Division of the Minnesota Education Association ($1,500), and Seattle Teachers Association ($1,272.65).

Sanctions Announcement as Telegraphed To the Utah Education Association

May 19, 1964

Having exhausted other professional means for assisting the Utah Education Association and the teachers of Utah to correct unsatisfactory educational conditions in that state, the Executive Committee of the National Education Association hereby:

1) Invokes national sanctions by requesting members of the teaching profession to refrain from seeking employment or entering into employment agreements with Utah boards of education until the controversy has been satisfactorily resolved.

2) Urges the teachers of Utah to observe their contracts with boards of education.

This action, exercising the authority vested in it by the Representative Assembly in Detroit in July 1963, has been taken only after most careful study of the implications of the following events:

1) A carefully developed proposal which was prepared by representatives of the Cooperating Agencies for Public Schools (CAPS) consisting of Utah State School Boards Association, Utah Congress of Parents and Teachers, Utah State Department of Public Instruction, State Society of Superintendents, and the Utah Education Association received scant attention from the State Legislature or the Governor, although it pointed out the need for immediate improvement of school financing for the state. Less than half of the requested increase in school support was granted by the Legislature.

2) The Utah Education Association suspended its action of urging its members to withhold services at the outset of the 1963-64 school year when the Governor appointed an eminently qualified committee to study the school needs. There were clear assurances that the recommendations of this committee would be given careful consideration.

3) NEA declined to apply sanctions at its July 1963 convention because its clearly-defined procedures for invoking sanctions required that this grave step be taken only after a careful, objective study revealed conditions of such importance as to seriously jeopardize the possibility of rendering adequate educational services to the children of the state. There were indications that solutions might be worked out in cooperation with the Governor. An NEA investigation report in March 1964 indicated the need for emergency action, presenting evidence to show that:

a. There are inadequate and dangerous school facilities which need to be replaced and improved.

b. There are overcrowded classrooms and conditions of work discouraging to students and to teachers.

c. The curriculum offered is narrow, and special programs and facilities normally available are lacking in most areas of Utah.

d. The salary schedules generally in force in Utah are inadequate to attract and hold competent teachers and school administrators.

e. Programs, personnel, and facilities for continuing education for school dropouts and for adults are generally lacking.

Other than from the Utah Education Association, the report and recommendations were not officially acknowledged by any agency in the state.

4) An interim report of the Governor's Committee reinforced the findings of the CAPS group and of the Special Committee of the National Education Association and urged that a Special Session of the Legislature be called to appropriate $6,000,000 immediately with more to be requested later. The committee recommended that "the Legislature be called into Special Session to consider the problems of critical need and appropriate funds required to meet these needs. This money should be made available at the beginning of the 1964-65 school year."

Failing to keep faith with the teachers and many other citizens of Utah, the Governor rejected the report of his own committee immediately after it had been presented. This last of a series of rejections of earnest efforts to improve conditions in Utah schools has aroused the teachers of the state. They are determined to bring about higher standards of education in Utah and their objectives deserve the support of their colleagues throughout the nation.

Robert H. Wyatt, President
National Education Association

Teachers in Utah Recess Two Days In Protest Action

On May 19, NEA invoked national sanctions in the state of Utah. This "grave step" was taken on the second day of a two-day recess by Utah's 10,000 public elementary and secondary school teachers. The teachers—members of the Utah Education Association—stayed away from the schools for two days as a protest against the refusal of Governor George D. Clyde to call a special session of the Utah Legislature to consider increasing funds for the state's schools.

An estimated 7,500 UEA members attended a special two-and-a-half-hour session in Salt Lake City on May 19. They voted 7,150 to 355 to return to the schools to complete the school year, but to refuse to sign any contracts for the 1964-65 school year until action is taken to improve the Utah educational system.

Two Possibilities

That action could take at least two forms, according to the resolution passed by the teachers: The calling of a special session of the Utah Legislature or the reduction in length of the school year from 180 to 170 days, "thus concentrating available finances toward quality education during a lesser period."

The situation in Utah came to a head on May 13, when Governor Clyde issued a statement saying he would not call a special session of the Legislature, despite the fact that a committee he appointed recommended such a session.

Ask NEA Action

A special meeting of the UEA House of Delegates on May 16 voted 231 to 7 in favor of a series of resolutions, including one that "resolved that the Utah Education Association request the National Education Association to immediately impose national sanctions against the state of Utah, and to inform its members of the Utah situation and urge them to refrain from seeking employment and/or entering into verbal or written agreement with a Utah board of education until such time as the controversy over school finance has been solved, and the national sanction lifted."

Three days later, the NEA Executive Committee issued the sanctions announcement. The text of that announcement appears at left.

John C. Evans, Jr., UEA executive secretary, announced that Utah teachers were willing to teach an extra two

(See UTAH SANCTIONS, page 4, column 1)

Professional Negotiation Proves Its Value

Denver Agreement Is Nation's Top Example; Nearly 250 Agreements Already Adopted

Professional negotiation—a procedure used by teachers associations in dealings with local school boards—has proved its value conclusively during the past school year.

Perhaps the best example of professional negotiations in action during 1963-64 was in Denver, where negotiations between the Denver Classroom Teachers Association and the board of education led to adoption of salary increases ranging from $200 to $715. The increases came on top of salary gains of $450 to $725 already in effect for the current school year.

The Denver negotiations also led to approval by the board of a report which includes a statement of basic principles and philosophy in developing salary schedules and which provides for a job analysis and for three joint studies during the school year. The studies deal with criteria for payment for assignments outside school hours, with incentives for in-service growth and advanced preparation, and with the principles involved and the data needed for developing salary schedules.

The Denver board adopted the new salary schedule and the report on December 11. DCTA was recognized in February 1963 as the exclusive negotiating agent for all Denver teachers.

To date nearly 250 professional negotiations agreements are known to have been adopted throughout the nation. Any listing of them, however, could not take into account those which have been adopted but which have not yet reached NEA offices. Nor could such a listing include the scores of agreements presently in the developmental stage.

Leadership in the number of agreements adopted in one state is shared by California, Oregon, and Washington. Among them, they account for over 175 agreements. New Jersey has reported 15 agreements; Ohio, nine. Other states where agreements have been reported include Colorado, Connecticut, Illinois, Indiana, Michigan, Nevada, New Mexico, New York, North Dakota, and Utah.

NEA's Professional Development and Welfare office distributed approximately 100,000 copies of *Guidelines for Professional Negotiations* during the year.

AT ONE OF HIS LAST MEETINGS: On November 19, **President John F. Kennedy** met with NEA and National Association of Secretaries of State Teachers Associations leaders in the White House Rose Garden. In a formal statement, he told the group that "things don't happen; they are made to happen; and in the field of education they are made to happen by you and your members. So we are very grateful." Later (seen above) the President spoke informally with the educators. After the President's death, NEA Executive Secretary William G. Carr said: "Teachers need to ask what, from our memory of the man, we may pass on to our students. . . . Let it be remembered that a people soundly educated are our late President's most appropriate and enduring memorial." Purcell Photo, Nat'l Ed. Ass'n.

Education and Related Bills in 88th Congress

Abbreviations: C—In Committee or Subcommittee; R—Reported; P—Passed; S—Signed by President.

	House	Senate	President
• Vocational Education Act. (PL 88-210) Authorizes $1.5 billion to enlarge vocational education programs, expand and extend the National Defense Education Act, and continue aid to schools in federally impacted areas.	P	P	S
• Aid to Public Libraries. (PL 88-268) Amends 1956 Library Services Act to extend federal public library assistance to urban (as well as rural) areas and to provide for a new program of matching library construction grants.	P	P	S
• Higher Education Facilities Act. (PL 88-204) Authorizes $1.2 billion for a three-year program of grants and loans for construction at colleges and universities.	P	P	S
• Health Professions Assistance Act. (PL 88-129) Authorizes $236.4 million to construct and rehabilitate teaching facilities for physicians, dentists, and others, and to provide loans to students in medical professions.	P	P	S
• Mental Retardation Facilities and Community Mental Health Centers Construction Act. (PL 88-164) Provides for a program of matching grants to build mental retardation facilities and community mental health centers and to train teachers to care for retarded children.	P	P	S
• Manpower Development and Training Amendments. (PL 88-214) Expands youth training programs and provides basic education courses for jobless illiterates seeking training. Extends MDTA through fiscal 1966 and postpones for one year a requirement for matching funds by the states.	P	P	S
• Equal Pay for Women. (PL 88-38) Requires employers subject to Fair Labor Standards Act to pay equal wages for equal work, regardless of the sex of the workers.	P	P	S
• Education Aid to Children of Disabled Veterans. (HR 221) Extends college-level education benefits to children of veterans totally and permanently disabled as a result of service-connected injuries. (Under 1956 War Orphans' Educational Assistance Act such benefits are now available to children of veterans who died as a result of service-connected injuries).	P	P	
• Development of State and Federal Outdoor Recreational Facilities. (HR 3846; S 859) Provides for a land and water conservation fund to finance planning, acquisition, and development of state and federal outdoor recreational facilities.	R	C	
• Migrant Labor. (S 521) Authorizes federal aid to the states for educating the children of migratory workers.	C	P	
• Juvenile Delinquency Control. (S 1967; HR 8790) Extends for three years 1961 Juvenile Delinquency and Youth Control Act, which expired June 30, 1963.	C	P	
• Teachers' Educational Expenses. (HR 9709; S 2609) Amends the Internal Revenue Code to authorize and facilitate the deduction from gross income by teachers of the expense of education (including certain travel) and to provide a uniform method of proving entitlement to such deductions.	C	C	

NEA Center for Instruction Sets Up Teams To Help Schools, Colleges

The NEA Center for the Study of Instruction—established last year by the Association—has set up consultant teams in Florida, Maryland, Michigan, New England, New York, North Carolina, Pittsburgh, and Portland (Oregon), and at Stanford University, the University of California at Los Angeles, and the University of Chicago.

These 11 teams and the Center staff are helping selected public and private schools and colleges, state departments of education, and state and local education associations to study and use the 33 recommendations developed by the Center's predecessor, the NEA Project on Instruction.

The 33 recommendations were published as a four-volume report last year. The recommendations were summarized in one volume, *Schools for the Sixties*, and detailed in three supporting volumes: *Education in a Changing Society, Deciding What To Teach*, and *Planning and Organizing for Teaching*.

This summer, the Center plans to publish a guide for implementing the recommendations. To be titled *From Bookshelves to Action*, the volume will give specific suggestions for dealing with the recommendations.

AT THE WHITE HOUSE: When **President Johnson** signed the Vocational Education Bill on December 18, he invited NEA officials to the ceremonies. Here the President gives one of the pens used for the signing to **NEA Executive Secretary William G. Carr** as **Robert H. Wyatt,** NEA president, looks on.

Cleveland Clinic Whets Political Skills of 250

More than 250 participants—including 150 classroom teachers, 17 counselors, 30 administrators, and 40 association staff members—sharpened their political skills at a three-day clinic in Cleveland February 28-March 1. The political clinic was sponsored by the NEA Citizenship Committee, the NEA Urban Project, NEA's Federal Relations Division, the NEA Professional Rights and Responsibilities Commission, the Cleveland Education Association, and the Ohio Education Association.

Among the speakers at the clinic were U.S. Secretary of the Interior Stewart L. Udall; T. M. Stinnett, NEA assistant executive secretary for professional development and welfare; NEA President Robert H. Wyatt; and Thomas E. Robinson, president of Glassboro (New Jersey) State College and chairman of the NEA Citizenship Committee.

Second Clinic Set

A second Political Clinic for Teachers is scheduled for November 13-15 in Spokane, Washington.

Earlier this school year, the Citizenship Committee entertained 150 delegates at the 18th National Conference on Citizenship (in September), brought together 12 teacher-politicians and 13 new urban executive secretaries for two-day conversations on teacher involvement in politics (in November), and sponsored, in cooperation with the American Association of School Administrators, a discussion session on "School Board Elections: The Role of Administrators, Teachers, and Board Members" (in February).

Last month, the Citizenship Committee invited six big-city superintendents to NEA Center for a discussion with the committee and NEA staff of administrative problems relating to teacher participation in politics.

Frederick Hunter Dies

Frederick M. Hunter, 1920-21 NEA president, died May 15 in Eugene, Oregon. He had been Honorary Chancellor of the Oregon System of Higher Education since his retirement from the chancellorship.

As NEA president, Dr. Hunter was instrumental in establishing the Representative Assembly and the NEA Research Division.

American Education Week

An estimated 32 million parents visited the nation's schools during American Education Week last year. The 44th annual AEW is scheduled for November 8-14, 1964, with the theme "Education Pays Dividends."

NEA REPORTER

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State Associations, NEA List Six School Systems as Unsatisfactory

During the past school year, unsatisfactory educational conditions have been officially declared by state education associations or the NEA in six school systems or districts. The six have been the Little Lake, California, school district (listed by the California Teachers Association), the Waterbury, Connecticut, public schools (listed by the Connecticut Education Association), the Springer, New Mexico, public schools (listed by the New Mexico Education Association), the Pleasantville, Iowa, public schools (listed by the Iowa State Education Association), the Overseas Dependents Schools (listed by NEA), and the schools in Utah (listed by NEA).

Of the six, three—Pleasantville, the Overseas Schools, and Utah—are listed as unsatisfactory today. (See Utah story, page 1.)

Little Lake

The California Teachers Association announced on January 28 that the Little Lake school district was now considered one where educators can accept employment "with assurance that conditions are such that they can fulfill their responsibilities as professionals."

The CTA action was officially a professional sanction against the district, enforced by withholding placement services and by warning teachers of unsatisfactory conditions. The sanction was applied in May 1962 after efforts by the Little Lake Education Association and the CTA failed to bring about a change in unsatisfactory personnel procedures in the district.

Waterbury

The Connecticut Education Association revoked its sanction imposed in Waterbury on February 6. Action against the school system began at the start of the school year last September when teachers in Waterbury were asked by their local association to refuse to accept extracurricular duties for extra pay. The action was taken as a protest against "public apathy and political expediency" which brought about "a gradual decline" in the education program of the city, the Waterbury Teachers Association said.

The Connecticut Education Association announced on September 5 that it supported the local action. On December 19, the CEA announced that a sanction would be invoked in Waterbury unless funds slashed from the 1964 education budget were restored. The end of the sanction came in February after the Waterbury Board of Aldermen voted to levy a special tax to improve education conditions in the city.

Springer

The Professional Rights and Responsibilities Commission of the New Mexico Education Association began an investigation of the Springer schools in March 1963. The Springer action —*not* identified by the NMEA as a sanction—was first listed in the REPORTER on November 15, 1963.

Late last month, the NMEA reported that "after a complete and thorough review of present practices of Springer, New Mexico, public schools, the New Mexico Professional Rights and Responsibilities Commission has declared that conditions are sufficiently improved to remove the warning to professionals concerning employment in Springer."

Pleasantville

The Iowa State Education Association said in February that "conditions detrimental to an effective teaching situation" existed in Pleasantville. At issue, the ISEA said, is the school board's interference with teachers' academic freedom.

The ISEA Delegate Assembly voted in February to grant interest-free loans for one year for graduate work to Pleasantville staff members who resign.

Those who accept positions in Pleasantville "do so at their own professional risk," ISEA said, "until there is clear evidence of a guarantee by board policy that individual members of the board of education will respect the right of the educator to make those decisions that by training and experience he is most qualified to make" and "until there is a consistent board policy that assures educators the right to evaluate student achievement."

As of this date, the Pleasantville schools are still listed as among those where unsatisfactory educational conditions exist.

Overseas Schools

Official NEA efforts to bring about higher salaries and better conditions in the Overseas Dependents Schools began early in 1963 when an Urgent Advisory was issued informing teachers that serious problems exist in these schools. A second Urgent Advisory was issued on November 15, 1963, saying that "no substantial changes have been made to improve the unfortunate conditions."

On March 2, NEA, the Overseas Education Association, and three overseas teachers filed suit in the United States District Court in an attempt to require the Defense Department to pay overseas teachers the salaries required by law.

The efforts to improve the overseas schools—*not* identified as a sanction action—continue at this date.

NEA Research Reveals Statistics on Size of School Establishment

The NEA Research Division collected and reported to the profession and public hundreds of pages of statistics and other facts on education in 1963-64. Among some of the most interesting and important are the following:

- Estimated enrollment in public elementary and secondary schools is 41,757,665, or between one-fifth and one-fourth of the total population of the United States.
- Those enrolled in all kinds of public and private schools and colleges, plus those who derive their income from education, amount to 30 percent of the total population of the nation.
- Graduates of public high schools this year will total 1,947,318, an increase of 12.4 percent over last year. The number of graduates in 1953-54 was only 1,129,341.
- The number of high school graduates per 1,000 pupils enrolled in public schools increased from 39 in 1953-54 to 47 in 1963-64.
- The average salary of public school instructional staff members is $6,164 this year, an increase of 61.2 percent in current dollars and 41.1 percent in dollars of equal purchasing power over ten years ago.
- Revenue flowing to public schools is equal to 4.3 percent of personal income. In this measure of effort to support education the states range from 2.8 percent to 5.8 percent.

FOR MR. NOVAK—AWARDS, AWARDS, AND MORE AWARDS: "Mr. Novak" exhibited winning ways during his first year of teaching, judging from the lapful of awards garnered by the NBC-TV series in its initial broadcasting season. Among the awards won by this program, which has had strong NEA assistance and advice since its inception: the George Peabody Award for distinguished achievement in television entertainment; national School Bell Award (to be presented during the NEA Seattle Convention) for dramatic interpretation of education; Communications Award to producers and stars by the California Teachers Association-Southern Section; citations for service and leadership, plus an honorary life membership for Dean Jagger from the National Association of Secondary-School Principals; award to feminine lead Jeanne Bal from the California Federation of Women's Clubs; "Man of the Year Award" to James Franciscus from Christian College for Women, Columbia, Mo.; "Better Understanding" award to Executive Producer E. Jack Neuman from the Washington Education Association; and a national award from the National Association for Better Radio and Television. NEA will continue its close liaison with *Mr. Novak*, which begins its 1964-65 season on September 22. With some of the awards above are (left to right) **James Franciscus** ("Mr. Novak"), **Jeanne Bal** ("Miss Pagano"), and **E. Jack Neuman,** executive producer of the series.

AV Specialists Stress Rights of Teachers

A policy statement on professional rights and responsibilities of television teachers, drawn up by the NEA Division of Audiovisual Instructional Service in cooperation with the NEA Commission on Professional Rights and Responsibilities and adopted by the NEA Board of Directors at the NEA meeting in June 1963, is being implemented this year by school districts throughout the nation. A Florida district, for example, reports the initiation of plans regarding the tenure of service of TV studio teachers as well as the request of a budget supplement to be designated as payment for the right to use the TV teacher's tapes. From the Board of Education, City of New York, comes the following comment about the NEA policy statement: ". . . educational broadcasters across the country will forever be in the debt of the NEA, which plunged with alacrity into the difficult problem relating to the professional rights and responsibilities of teachers engaged in television and the new media."

The division and the commission also cosponsored, early in the fall, a national conference which resulted in the banding together of some 30 educational groups to make recommendations for proposed revisions in the copyright law.

An Ad Hoc Committee on Copyright Law Revision, representing national educational organizations, including the NEA, was subsequently formed which presented testimony in mid-January to a consultants panel to the Register of Copyrights (who has been charged by Congress with bringing in recommendations for revision of the 1909 copyright law).

Thousands Attend 1964 Meetings Of Administrators

The American Association of School Administrators' centennial convention in Atlantic City in February was one of the largest education meetings ever held: More than 26,000 superintendents and other educators attended.

Another administrators' group—the National Association of Secondary School Principals—held a record-setting meeting, also in February. More than 7,800 registered for the largest NASSP convention in the group's 48-year history.

More than 5,000 people interested in elementary school education attended the NEA Department of Elementary School Principals annual meeting in Minneapolis last month. Attendance at the opening session—4,500—broke all previous DESP attendance records.

At the meeting, the DESP Executive Committee recommended an increase of department dues to $12 a year. The membership will vote on the increase by mail ballot in 1965.

'New Dimensions for Progress' Serves as 1963-64 Theme For Health, Physical Education, Recreation Association

The national convention of the American Association for Health, Physical Education, and Recreation, NEA, held May 8-12 in Washington, D.C., was attended by more than 5,000 delegates and guests. One of the major speakers was Stan Musial, special consultant to President Johnson on physical fitness. Andrew B. Holt, president of the University of Tennessee, was one of the general session speakers.

Special President's Awards, given annually by the AAHPER president, went this year to William G. Carr, NEA executive secretary, and Finis E. Engleman, former American Association of School Administrators executive secretary. Both men were given the awards as a special tribute "to national leaders who have long supported the association or in special ways have helped the association to provide better programs for children, youth, and adults," according to AAHPER President Ben W. Miller.

With "New Dimensions for Progress" the theme for 1963-64, AAHPER focused this year on self-evaluation, reorganization, and constructive action throughout the association's work.

Four $2,000 scholarships ($500 for four years) were awarded by the association this year. Applications for the scholarships came in from 2,000 high school seniors.

AAHPER state associations reported during the year an increasing number of student sections within their structure.

The AAHPER-Peace Corps Project, started last year, continues to expand with more than 110 volunteers currently serving overseas in Senegal, Ivory Coast, Colombia, Morocco, and Venezuela.

UTAH SANCTIONS . . .

(Continued from page 1, column 4)

days to make up for the schooling lost by the teacher recess. "It was never our intention to deprive children of education," he said.

The interim report of the Governor's School Study Committee—made public on the same day its major recommendation was rejected by him—paralleled the report of an NEA special study committee. Both reports stressed the inadequacy of Utah school facilities, overcrowded classrooms, need for more specialist teachers, and low teacher salaries. The Governor's committee estimated that $6 million were needed for immediate improvement of the schools.

Callous Disregard

The Governor's decision not to call a special legislative session "appears to be a callous disregard for the safety and welfare of young people and a lack of recognition of his responsibility for them," Richard B. Kennan, executive secretary of the NEA Commission on Professional Rights and Responsibilities, said on May 14. "The Governor, and the people of Utah, should be able to realize quickly from a reading of the NEA report or, as I have understood it, of the Governor's Committee report that there are situations in some Utah school districts that call for emergency attention."

The NEA special Utah study report was issued on April 4. For details of that report and further background on the Utah situation, see the April 17 REPORTER.

'63-'64 ELECTIONS . . .

(Continued from page 1, column 1)

advertisements were all weapons in the struggle.

West Allis-West Milwaukee

Later in the school year, on April 14, teachers in a Milwaukee suburb decided they should be represented by their local professional association. Teachers in West Allis-West Milwaukee voted 320 to 189 in favor of the West Allis-West Milwaukee Teachers Association.

Loser was the local teachers union. Ninety-seven percent of the teachers voted in the election.

Jamesville, Wisconsin

On April 9, an election was held in Jamesville, Wisconsin. Sixty-six percent of the staff (which numbers slightly more than 400) voted to be represented by the Jamesville Education Association.

Connecticut Victories

In Connecticut, four local associations won elections over union groups during the year. In September, the Meriden Education Association defeated a local union group by a margin better than two to one. In November, the East Hartford Education Association trounced a union group by nearly four to one.

In December, the Education Association of Wethersfield defeated a local union by a two-to-one vote. And in January, a referendum in Groton ended with selection of the Groton Education Association by almost two to one.

The Connecticut Education Association provided legal counsel, public relations, and other aid to all four of the associations. CEA President Frank A. Formica called the consecutive decisions "victories for professional independence and for the cooperative approach to educational problems."

Bremerton, Washington

On February 28, teachers at the other end of the country had a chance to choose between a teachers union and a professional association. In Bremerton, Washington, teachers chose the Bremerton Education Association by 241 votes to 106.

The Bremerton election was described as "doubly meaningful" by Allan M. West, NEA special assistant for urban affairs. "First, it is significant because it points up the continuing trend to professionalism in Washington and in the nation," he said. "Second, it has meaning because these teachers have been represented by a union group since 1945. They have had an opportunity to see what a teachers union can do, and as a result they have chosen to change to professional methods."

South Kitsap, Washington

Teachers in South Kitsap, Washington, across the sound from Seattle, also voted to be represented by a professional association this year. On May 6, the South Kitsap Education Association won over the local union by a vote of 150 to 28.

New Rochelle, New York

On March 20, 96 percent of the teachers in New Rochelle, New York, went to the polls to elect an exclusive representative. The New Rochelle Teachers Association won by a 317 to 274 vote.

The New Rochelle vote was seen as "particularly significant" because it demonstrated that "a hard-working, active professional association can achieve its goals, even in the shadow of New York City."

One Tie, Two Losses

In Yonkers, New York, teachers went to the polls twice in May but failed to give a majority of votes to either the Yonkers Teachers Association or the Yonkers teachers union. And in Detroit, the Detroit Education Association lost a vote this month to the Detroit teachers union. The vote was 5,739 to 3,848. The DEA has announced its intention to continue to promote a vigorous program and to challenge the union in another election at the earliest possible time. And on May 19, teachers in Superior, Wisconsin, voted 161 to 88 for the teachers union over the Superior Education Association.

TOPIC—RESEARCH IN ENGLISH COMPOSITION: NEA's Project on English Composition has set up nine demonstration centers throughout the nation as part of its efforts to involve resource people from communities in helping teachers of English with theme reading and the improvement of written composition. In February, directors from the nine centers gathered in Washington, D.C., to compare notes and to learn more about how to conduct research in their field. In the photo above, **Paul B. Diederich**, director of research in English, Educational Testing Service, told the conferees about problems and possibilities of research in the teaching of English.

In This Issue: NEA Membership Totals for 1963-64

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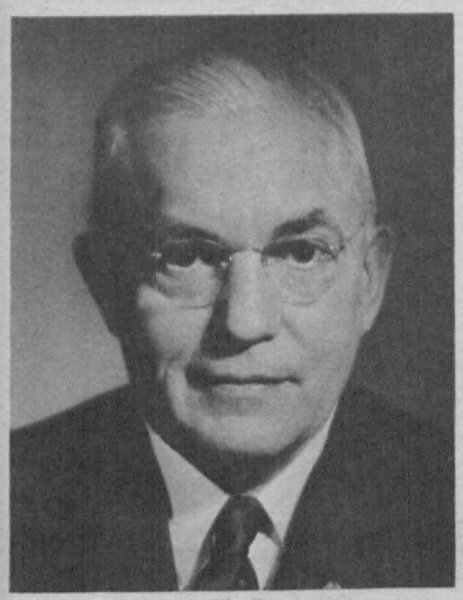


Karl H. Berns

New Service Ahead

Berns Accepts College Professorship, Agrees To Lecture Contract

Karl H. Berns, who has served as NEA assistant executive secretary for field operations since 1945, has accepted a professorship at the University of Maine beginning in the fall. In addition, Dr. Berns has entered into a contract with the W. Colston Leigh, Inc., lecture bureau, with which he will be featured as its Distinguished Educational Statesman.

Dr. Berns retires from his NEA post August 1. His successor is Allan M. West, now NEA special assistant for urban affairs.

Among Dr. Berns' accomplishments at NEA was his directorship of the NEA Building Fund Campaign, which raised more than $9 million in four-and-a-half years. During the campaign, he directed a staff of more than 10,000 volunteers throughout the nation.

Before his service at NEA, Dr. Berns was a teacher, a principal, and a superintendent of schools in Ohio. From 1935 to 1945 he was assistant secretary of the Ohio Education Association.

NEA Membership Hits 903,384 As 24 States Top Campaign Goals

NEA membership for 1963-64 moved to 903,384—another all-time high and a gain of 43,879 (5.1 percent) over the corresponding year-end figure in 1963. Three states were in a tight race for first-place honors in enrolling the highest percent of their potential members. West Virginia with 96.2 percent barely edged out Kansas and Washington, with 95.6 and 94.3 percents respectively. Washington led the nation in top numerical gain with an increase of 4,032.

New York City had the highest percent of increase, a lusty 53 percent. Alabama's membership moved beyond 20,000, qualifying that state for a second member on NEA's Board of Directors.

Twenty-four states—seven of them for the first time—exceeded their 1964 campaign goals. The seven new states are: Florida, Hawaii, Indiana, Iowa, Missouri, Montana, and New Mexico.

During the four-year breakthrough campaign NEA membership increased by 189,390—an average annual gain of 47,347. Five states cleared their suggested 1964 Campaign Goals in 1961—the first year of the campaign—and each year since: Arizona, Idaho, Nevada, Oregon, and Utah. Six topped their 1964 goals by 1962: Alaska, Kentucky, North Carolina, Tennessee, Washington, and Wyoming. And the six which reached end-of-campaign goals last year—and this—are: Colorado, District of Columbia, Kansas, Maine, Maryland, and West Virginia.

NEA membership in 16 states (including West Virginia, Kansas, and Washington, already cited) now exceeds 75 percent of potential. In 18 states it is between 50 and 74 percent.

Runners-up for this year's numerical gain have been North Carolina, with an increase of 2,863, and Texas, Kentucky, and Ohio, each with gains of more than 2,000. Thirteen additional states gained between 1,000 and 2,000 over their last year's total. Runners-up for percent of increase are: Rhode Island (39 percent) and Massachusetts (22 percent).

NEA Committee Blames School Board For Deterioration of Cleveland Schools

An investigation report by an NEA Special Committee has placed the blame for "the present deteriorating situation" in the Cleveland public schools on the city's school board. "The attitudes and actions of the usual Board majority have tended to aggravate . . . the various crises that have beset the school system in recent years," the report says.

Issued June 6, the committee report makes 28 recommendations that "deal only with a few of the necessary changes." The first 13 of the recommendations are addressed to the board of education.

They urge the board to "make the new superintendent of schools the chief administrative officer for the school system" (two Cleveland superintendents have resigned within three years); to "treat its professional staff with due respect and consideration"; to "recognize its responsibility as a public agency"; to revise its way of conducting business, including ending closed sessions; to "re-establish the public relations division in the superintendent's office"; to "desist from interfering with the administration of the schools"; to demonstrate that it is a nonpolitical agency; to "hold its presiding officer within bounds of reasonable and proper action"; to "exhibit greater consideration for the recommendations of responsible bodies"; to "show clear evidence of sincere intent to deal with the most difficult problems the Board is facing," including de facto segregation; to "plan and conduct adequate campaigns for adoption of necessary tax levies"; to "remove current inequities in the salary schedule"; and to "seek to learn and understand acceptable and effective school board operation."

Three of the members of the special investigating committee are themselves school board members.

On February 17, the Cleveland Education Association asked NEA to make an investigation. On February 21 the Ohio Education Association endorsed the CEA request.

Cleveland Election Loss

In a hastily called election held June 8, the Cleveland teachers union was chosen as representative of the city's teachers for one year. The union received 2,701 votes; the Cleveland Education Association, 2,026.

Prior to the election, CEA Executive Secretary George Womer charged that the school board had "stacked the deck" in favor of the union by excluding many certificated personnel from voting, allowing no time to acquaint teachers with the issues, and failing to define the rules and purposes of the election in advance.

Educational Policies Commission Urges Push for Categorical Federal Support, Calls for Establishment of U.S. Department of Education at Cabinet Level

The Educational Policies Commission, in a statement just released, urges greater efforts to expand categorical federal aid for education and calls for the establishment of a U.S. Department of Education with full Cabinet status. These "radical changes in the status of education at the national level" are essential if the federal government is to come close to fulfillment of its educational responsibilities, the Commission says.

General federal support for education "has not been possible," the Commission says. Therefore, "vigorous efforts should be made to make categorical grants approximate, to the extent possible, the virtues of general support."

In its statement on *Educational Responsibilities of the Federal Government*, the Commission urges expansion of categorical aid in three directions: toward larger appropriations, for more categories of aid, and at lower educational levels, especially the elementary school, which has been neglected by most present programs. "A constant and unremitting effort to move every education program in these three related directions might well result, over a period of time, in improvements through which education might obtain many of the benefits of a general program of federal aid," the Commission says.

The Commission does not suggest abandoning the fight for general federal aid. Instead it hopes "that Congress will eventually acknowledge generously the willingness it has demonstrated on a small scale . . . to provide general support. Educators must continue their efforts to make the people aware of this need, but meanwhile they must consider what alternatives are available."

Cabinet Status

A Department of Education with full Cabinet status is needed because "the struggle for adequate federal policies affecting education is intimately tied up with the question of an adequate federal structure for the administration of educational affairs," the Commission says. "An adequate structure . . . must successfully solve the problems of raising and distributing large sums of money and, at the same time, handling the professional affairs of education professionally and the political affairs of education politically. It must further provide a status adequate to the international needs of education.

"The present setup definitely fails to meet these criteria," the Commission says.

The new Department of Education, according to the Commission, "should as rapidly as possible assimilate a number of educational programs and agencies now scattered across the federal scene and thus reduce the fractionalization of educational functions. Among the obvious candidates in addition to the U.S. Office of Education are the Overseas Dependent Schools, Veterans' Readjustment, Manpower Training and Development, and the clearly educational aspects of the National Science Foundation."

(See COMMISSION URGES AID, page 4)

Poverty War Bill Clears House Committee; Adult Basic Education, Migrant Aid Added

The Administration's "war on poverty" bill cleared the House Education and Labor Committee on May 26 by a strictly partisan vote—19 Democrats for, 12 Republicans against. The $962.5 million measure now goes to the House Rules Committee. Once the bill reaches the House floor, the Administration is counting on a new coalition of Northern and Southern Democrats to assure its passage. As reported by the House Committee, the bill (HR 11377, a "clean bill" for HR 10440) authorizes antipoverty funds for only one year. This will put pressure on the chief of the poverty war, Sargent Shriver, to produce positive results if the program is to be continued.

The Committee added two programs to the original bill. One would provide federal money for adult basic education classes and the other would give educational, housing, sanitation, and child care assistance to migrant farm laborers.

To stave off a controversy over aid to public and nonpublic schools, the Committee specified that none of the antipoverty funds could be used "for general aid to elementary or secondary education in any school or school system." Instead, funds for such programs as remedial reading—but not subjects in a school's regular curriculum—would be funneled through local public and private agencies.

Other changes from the original bill would permit young women to enroll in the proposed Job Corps, would establish allocation formulas for distributing antipoverty funds to states, and would name the domestic version of the Peace Corps VISTA (Volunteers in Service to America).

Of the total antipoverty funds, $412.5 million would be used for three youth opportunity programs: a 40,000-member Job Corps for needy boys and girls, aged 16 through 21, who would be enrolled in conservation camps or rural and urban residential training centers providing basic education and job training; "work-training" for 200,000 young people to permit them to resume or continue their education; and "work-study" to provide part-time jobs for 140,000 students who could not otherwise continue their college educations.

News Briefs

Port Angeles Victory

On May 25 teachers in Port Angeles, Washington, voted 139 to 38 for exclusive representation by the Port Angeles Education Association. A teacher union group, apparently foreseeing a loss, withdrew its name from the ballot just prior to the election.

On the same ballot, Port Angeles teachers were asked if they wanted any organization to serve as their exclusive representative before the school board. They voted 128 to 62 for such representation.

Madison Teachers Ballot

The Madison (Wisconsin) Education Association was elected representative for the city's teachers on June 4. The vote was 342 for the MEA, 136 for no representative, and 17 disqualified ballots.

The Madison teachers union did not even ask to have its name on the ballot.

Building Progress Reported by States

The Arizona Education Association has completed a new $300,000 building in Phoenix.

The Massachusetts Teachers Association has purchased a property for $200,000 for a new headquarters.

The Michigan Education Association has moved into a new headquarters with the address now: 1216 Kendale Boulevard, East Lansing, Michigan 48824.

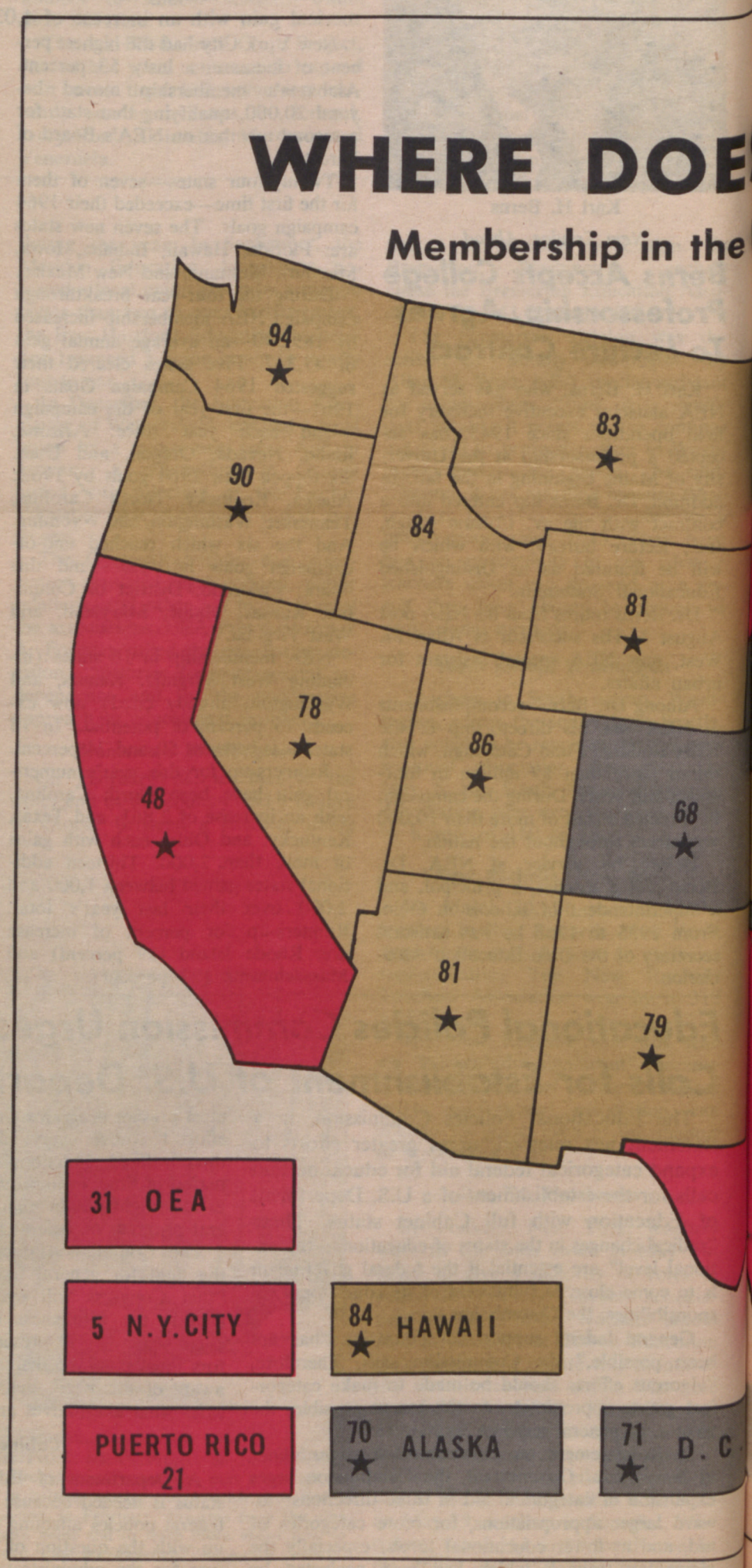
The Connecticut Education Association's headquarters building is a new structure which allows for future expansion without added expense.

Construction will begin on the Ohio Education Association's headquarters building on July 1. It is expected that the $2 million structure will be completed in 18 months.

Membership by States, 1963-64

State and other enrollment areas	NEA membership May 31, 1964	Increase or decrease in NEA members over May 31, 1963		Suggested 1964 membership goal—end of Breakthrough Campaign		Estimated number of teachers 1963-64	Percent of potential (Percent col. 2 is of col. 7)
		Number	Percent	Campaign Goal	Percent of 1964 goal achieved		
1	2	3	4	5	6	7	8
Total	903,384	43,879	5%	1,017,080	89%	1,743,751	52%
* Alabama	20,277	970	5	22,940	88	29,400	69
* Alaska	1,744	12	a	1,430	Achieved	2,481	70
* Arizona	13,076	335	3	10,080	Achieved	16,125	81
* Arkansas	9,818	71	a	11,990	82	16,869	58
* California	73,977	1,114	2	88,320	84	153,500	48
* Colorado	14,335	1,036	7	12,630	Achieved	21,230	68
* Connecticut	7,053	865	14	11,000	64	26,212	27
* Delaware	2,139	219	11	2,440	88	4,590	47
* District of Columbia	3,917	279	8	3,540	Achieved	5,526	71
* Florida	24,362	1,559	7	24,170	Achieved	49,600	49
* Georgia	26,014	721	3	26,110	99	37,953	69
* Hawaii	4,940	245	5	4,920	Achieved	5,855	84
Idaho	6,193	—182	—3	5,460	Achieved	7,373	84
* Illinois	38,515	1,077	3	47,810	81	90,800	42
* Indiana	25,733	1,545	6	25,710	Achieved	44,000	59
* Iowa	23,509	1,267	6	22,740	Achieved	29,757	79
* Kansas	23,606	358	2	22,990	Achieved	24,704	96
* Kentucky	22,655	2,081	10	18,780	Achieved	27,325	83
Louisiana	2,868	313	12	14,360	20	31,270	9
Maine	5,439	—107	—2	5,320	Achieved	9,410	58
* Maryland	19,224	1,454	8	17,250	Achieved	29,971	64
* Massachusetts	10,783	1,968	22	18,640	58	43,500	25
* Michigan	26,922	627	2	37,730	71	77,700	35
* Minnesota	15,972	1,654	12	18,810	85	33,850	47
Mississippi	3,979	153	4	9,130	44	21,030	19
* Missouri	25,264	1,372	6	24,350	Achieved	36,740	69
* Montana	6,470	438	7	6,320	Achieved	7,847	83
* Nebraska	8,186	693	9	9,470	86	15,800	52
* Nevada	3,138	251	9	2,330	Achieved	4,045	78
* New Hampshire	2,705	195	8	2,770	98	5,458	50
* New Jersey	25,501	103	a	31,780	80	57,100	45
* New Mexico	8,575	532	7	8,110	Achieved	10,885	79
* New York (State)	25,301	1,507	6	43,760	58	102,668	25
New York City	2,249	779	53	18,540	12	49,127	5
* North Carolina	38,597	2,863	8	32,360	Achieved	45,352	85
* North Dakota	4,821	410	9	5,290	91	7,619	63
* Ohio	49,918	2,005	4	55,040	91	90,015	56
* Oklahoma	16,624	629	4	16,760	99	23,500	71
* Oregon	18,587	658	4	16,030	Achieved	20,760	90
* Pennsylvania	58,655	1,697	3	63,040	93	88,631	66
Puerto Rico	3,790	—128	—3	7,310	52	17,949	21
* Rhode Island	738	205	39	2,360	31	6,813	11
* South Carolina	11,226	334	3	13,670	82	23,928	47
* South Dakota	4,146	403	11	4,940	84	8,520	49
* Tennessee	26,082	1,346	5	23,600	Achieved	32,000	82
* Texas	35,072	2,281	7	45,070	78	100,332	35
* Utah	9,156	276	3	8,450	Achieved	10,620	86
* Vermont	1,851	152	9	2,000	93	3,585	52
* Virginia	21,927	533	3	23,720	92	39,200	56
* Washington	30,045	4,032	16	23,720	Achieved	31,875	94
* West Virginia	16,764	267	2	16,490	Achieved	17,420	96
* Wisconsin	14,124	599	4	17,970	79	34,409	41
* Wyoming	3,673	103	3	3,510	Achieved	4,552	81
Overseas Dep. Schools	2,142	—232	—10	3,056	70	6,970	31
Foreign and Others	1,007	—58	—5	964	Achieved		

* State exceeded its all-time NEA membership record. a Represents an increase of less than one percent.



ommittee; Aid Added

Committee on May 26 by llion measure now goes to ion is counting on a new the House Committee, the one year. This will put

portunity programs: a 40,- er Job Corps for needy boys aged 16 through 21, who enrolled in conservation rural and urban residential nters providing basic educa- ob training; "work-training" 00 young people to permit sume or continue their edu- d "work-study" to provide jobs for 140,000 students not otherwise continue their ucations.

Building Progress Reported by States

The Arizona Education Association has completed a new $300,000 building in Phoenix.

The Massachusetts Teachers Association has purchased a property for $200,000 for a new headquarters.

The Michigan Education Association has moved into a new headquarters with the address now: 1216 Kendale Boulevard, East Lansing, Michigan 48824.

The Connecticut Education Association's headquarters building is a new structure which allows for future expansion without added expense.

Construction will begin on the Ohio Education Association's headquarters building on July 1. It is expected that the $2 million structure will be completed in 18 months.

Urban NEA Membership Goes Growth Rate Outpaces Overall

Official Actions Regarding Unsatisfactory Educational Conditions

Below is a current listing of the names of school districts or systems where a state education association or the NEA has notified members of the profession and the public that unsatisfactory educational conditions exist.

Association	District or System
• Iowa State Education Association	Pleasantville, Iowa, public schools
• National Education Association	Overseas Dependents Schools
• National Education Association	Utah public schools

When an association officially reports that conditions have become satisfactory in any of the above districts or systems, the NEA Reporter will announce the action.

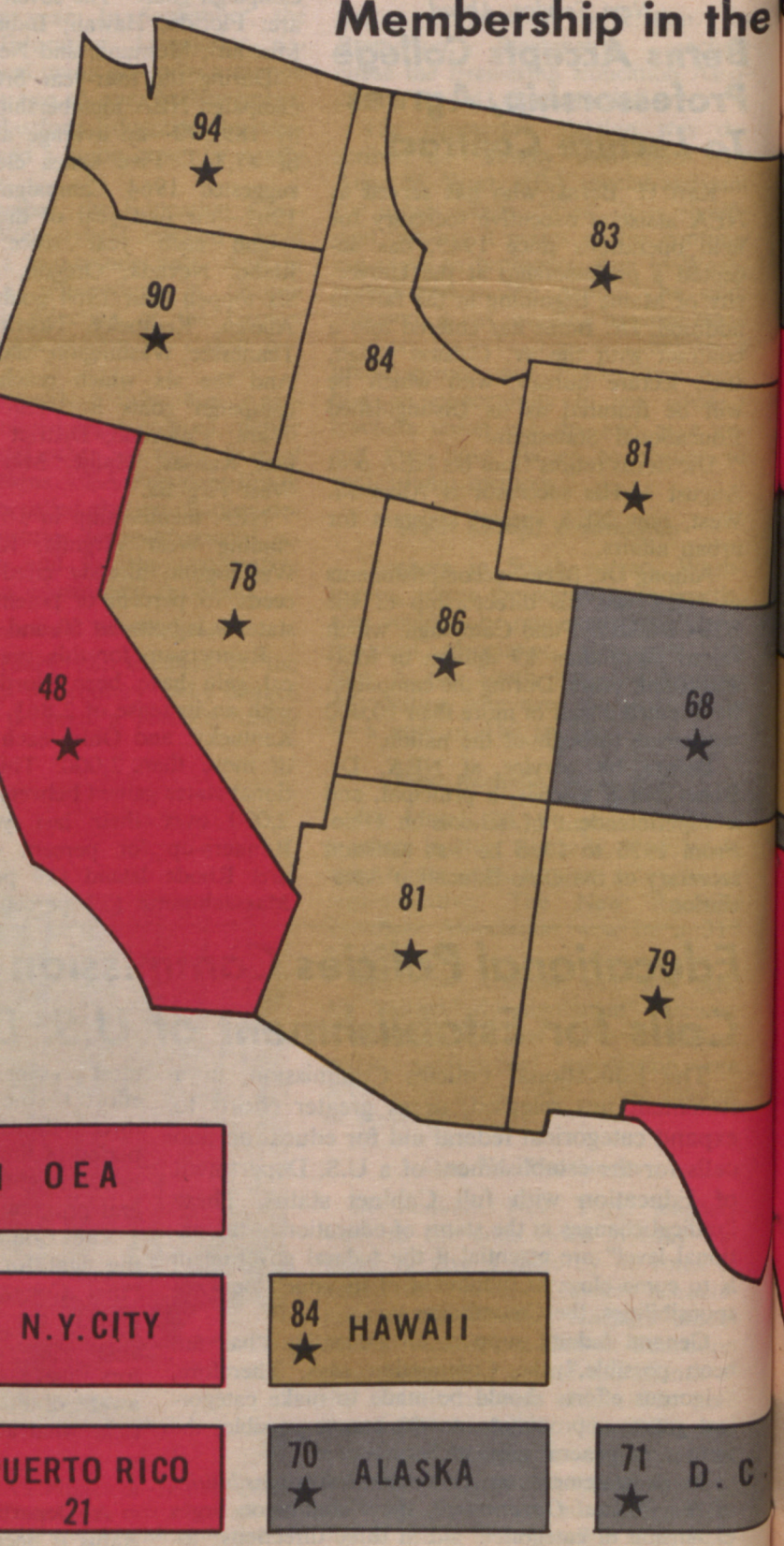
Student NEA Achieve Of 100,000 or More

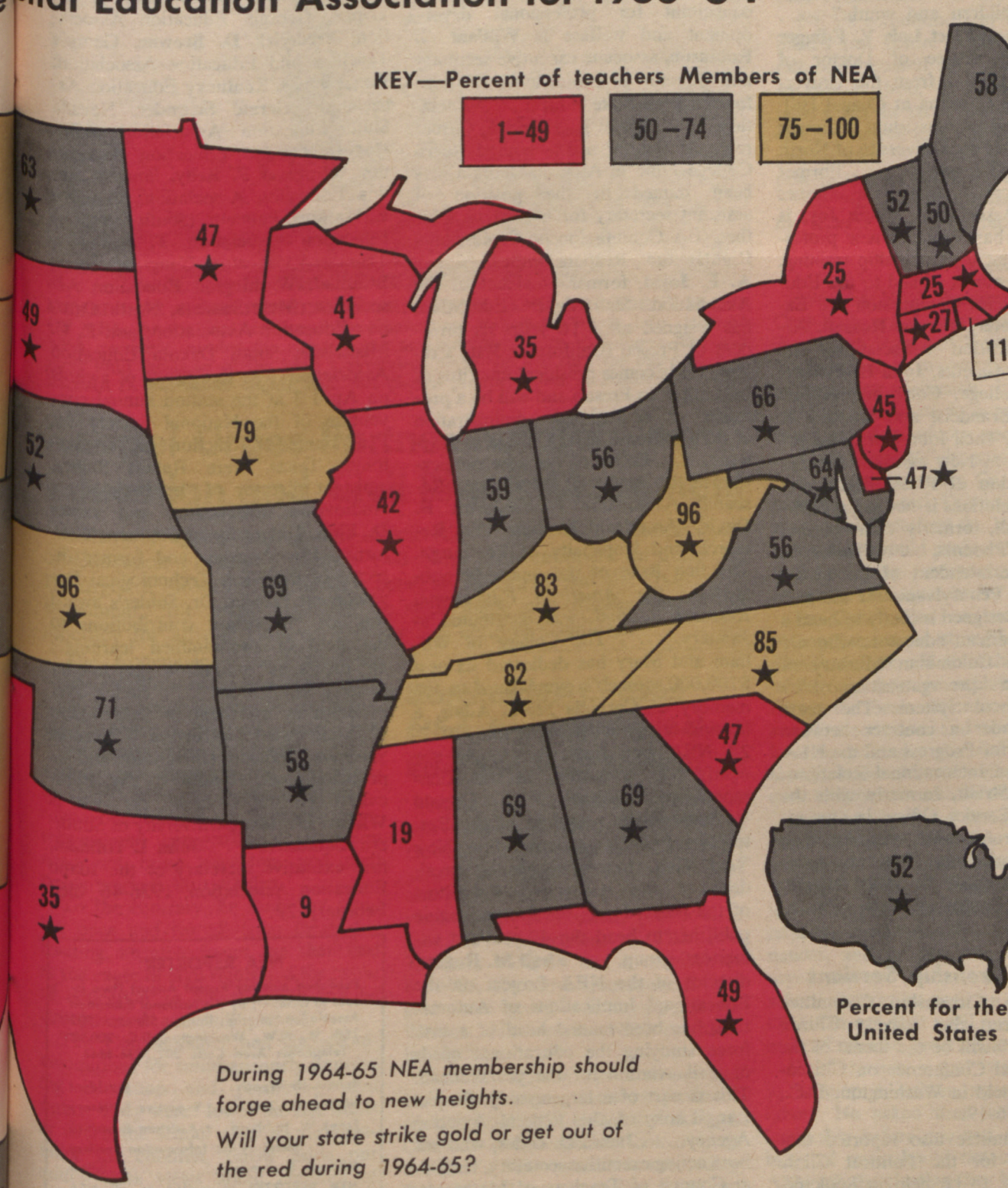
Student NEA has achie of "100,000 or More by 1960. The 102,686 unifi ships in 930 local and 6 dent education associatio an increase of more than over 1962-63 and a doubl bership in five years.

Helping to push the campaign over the top was breaking chapter at Mor College, New Jersey, with cedented total of 1,437 m

WHERE DOE YOUR STATE STAND?

Membership in the onal Education Association for 1963-64





During 1964-65 NEA membership should forge ahead to new heights.

Will your state strike gold or get out of the red during 1964-65?

A STAR INDICATES THAT A STATE EXCEEDED ITS ALL-TIME NEA MEMBERS

Urban NEA Membership Goes over 200,000; Growth Rate Outpaces Overall Gains in Nation

Official Actions Regarding Unsatisfactory Educational Conditions

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Student NEA Achieves Goal Of 100,000 or More by '64

Student NEA has achieved its goal of "100,000 or More by '64" set in 1960. The 102,686 unified memberships in 930 local and 62 state student education associations represent an increase of more than 10 percent over 1962-63 and a doubling of membership in five years.

Helping to push the membership campaign over the top was the record-breaking chapter at Montclair State College, New Jersey, with an unprecedented total of 1,437 members.

Urban NEA membership climbed well over the 200,000 mark this year; the urban growth rate was 6.1 percent as compared with the 5.1 percent achieved for the nation as a whole. The urban group reported by NEA since 1960, comprising 166 big cities and large urban counties, recorded a few members short of 205,000. Last year this figure was 193,307.

In response to requests from rapidly growing urban districts, where population and school enrollments have multiplied since 1960, the urban group will include 174 big cities and large urban counties next year. In preparation for this change, membership data on a month-by-month basis was collected for the eight additional districts.

This expanded urban group of 174 recorded almost 211,000 NEA members on May 31, 1964; that figure was 198,900 in May 1963. The gain of about 12,100 members represents a 6.1 percent rate of gain for the larger group, the same rate as recorded by the group of 166 cities.

The stepped-up annual margin of urban growth in NEA memberships recorded since 1960, when the urban group reported by the NEA was expanded, has been maintained to date. One year urban gains fell below the 12,000 mark; the following year, however, the gain approached 13,000. Since 1960, therefore, increases in urban NEA memberships have averaged over 12,000 annually.

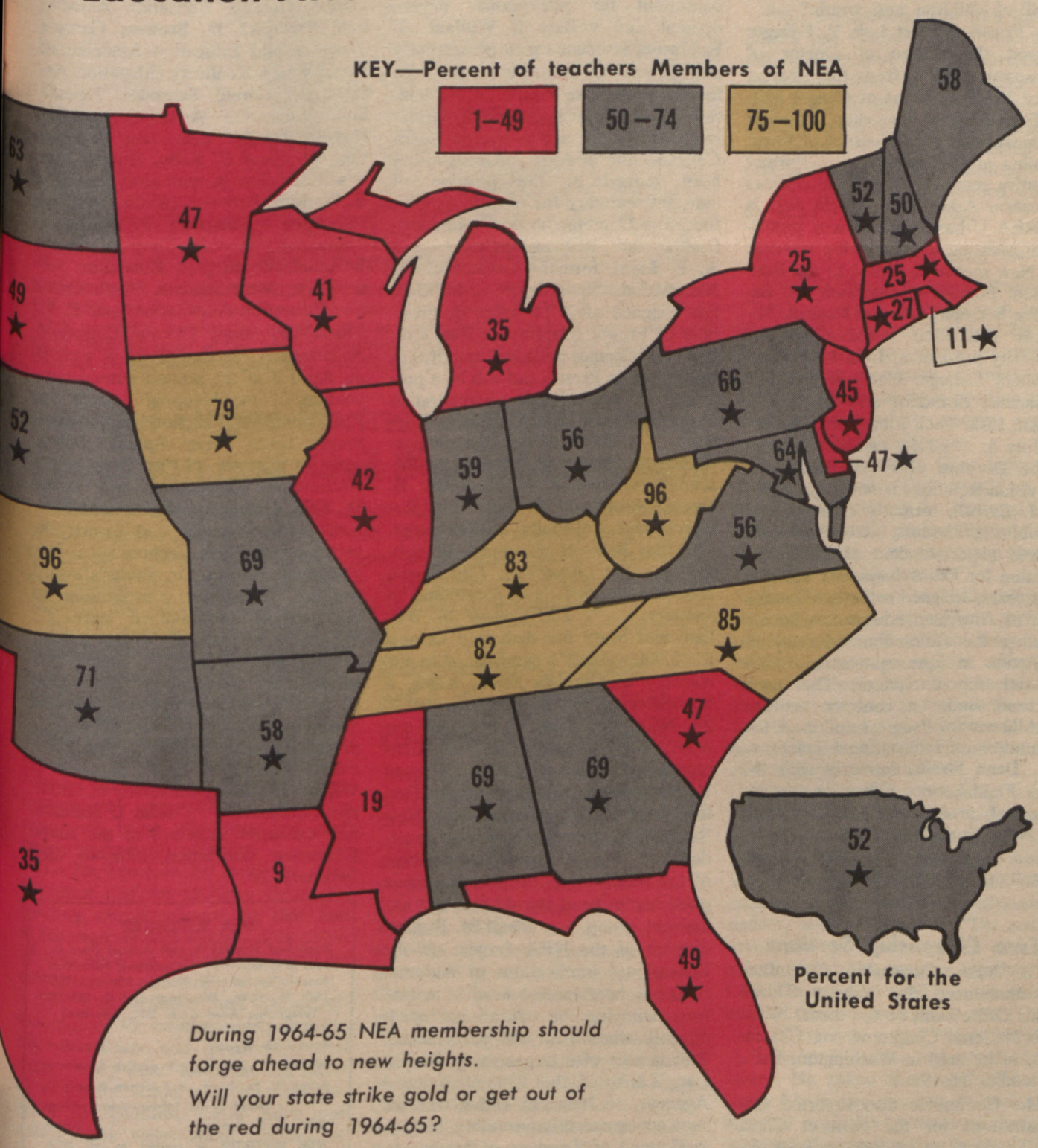
Fifty urban districts recorded gains of more than 100 NEA members; twelve achieved gains of more than 300 NEA members.

Leading the top-growth cities and urban counties in order of gains achieved are: New York City, where NEA memberships this year exceeded last year's total by 779; Winston-Salem, North Carolina, with a gain of 770; Dallas, Texas, ahead by 550; St. Louis Suburban, Missouri, with a gain of 442; Baltimore County, Maryland, ahead by 432.

Cities and urban counties where gains were more than 300 but less than 400 include: Memphis, Tennessee—392; Fairfax, Virginia—375; Seattle—369; Knoxville, Tennessee—346; Minneapolis — 321; Prince Georges County, Maryland—311; and Bibb County, Georgia—309.

YOUR STATE STAND?

onal Education Association for 1963-64



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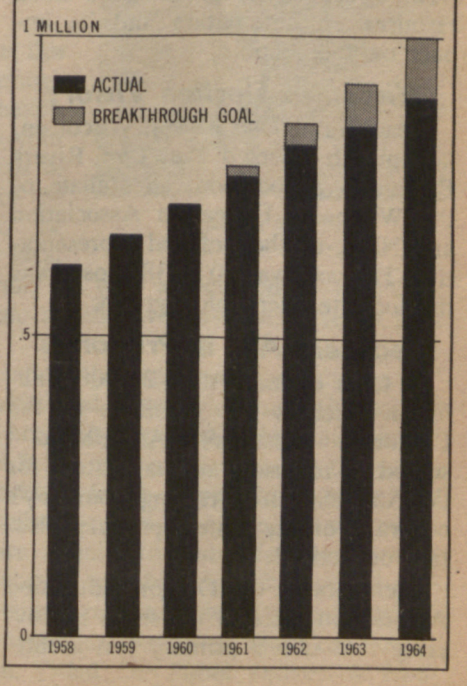
NEA Membership and Breakthrough Goal to Reach One Million



Commission Urges Federal Aid, Calls for Education Department

(Continued from page 1)

The Commission stresses that both changes it is recommending—expanded aid and the new Cabinet post—need to be accompanied by "a greatly enlarged awareness of the responsibilities of those who wield national power." The Cabinet post for education will be effective, the Commission says, "only if the President looks on education as deserving of such representation."

Opposition to Aid

Opposition to federal aid to education, the Commission says, arises from three issues: "1. The issue of public funds directed to church-related schools. 2. The issue of desegregation in public schools. 3. The issue of expanded federal spending.

"The supporters of these points of view must not have pondered the consequence of their actions. The consequence which they are directly fostering from their positions of leadership is the undereducation of millions of Americans," the Commission states.

"The need for more and better education is continually reinforced in a nation which is now on its way to the moon and which finds increasingly difficult the utilization of the undereducated," the Commission says. "The political health of a free people, their economic prosperity, and their national security all rest on their schools."

Yet, the Commission points out, "despite the general tendency to speak well of education, it is a fact that the programs which would most benefit education have so far shown limited political appeal. Elementary schools do not send rockets to the moon—at least, not directly. But what happens in kindergarten may largely determine whether a given child will later be in college or on relief.

"Never, perhaps, can a breakthrough in a child's ability to read have the glamor of a breakthrough in science, but the two are as intimately related as cause and effect. Public recognition of this fact would give education the political strength it deserves and make it possible to bring about the structural and policy changes here proposed," the Commission concludes.

News Briefs

Teachers' Writing Contest

NEA Journal editors remind readers that July 1, 1964, is the deadline for entries in the Teachers' Writing Contest. First prize is $1,000. Send entries to Teachers' Writing Contest, Mid City Station, Box 12026, Washington, D.C. 20005. (Details are on page 54 in the April *NEA Journal*.)

Executive Secretary Sought

The Albuquerque (New Mexico) Classroom Teachers Association is considering applications for the position of executive secretary. Information is available from the Association at 3205 Silver, S.E., Albuquerque, New Mexico, Attention: Committee on Executive Secretary.

Automation Project Grant

The NEA Project on the Educational Implications of Automation, which this year received its third grant from IBM, continues to serve as a resource on automation and its impact on the schools.

Wisconsin Election Victory

Teachers in Two Rivers, Wisconsin, last month selected the Two Rivers Education Association, an affiliate of the Wisconsin Education Association and NEA, as their official representative. The vote was 40 to 38. Loser was the local teacher union group.

Teachers Aid in Primaries

A team of more than 25,000 California teachers—all members of the California Teachers Association—served as reporters and tabulators for the American Broadcasting Company's coverage of the state's primary election on June 2.

Members of the Oregon Education Association assisted newsmen in covering that state's primary last month.

ART FROM AROUND THE WORLD: Many students and others visiting Washington this spring have had an opportunity to see exhibits of the International School Art Program, sponsored jointly by the National Art Education Association and the American National Red Cross. Looking at the artwork during its display at the U.S. State Department are two representatives of the Red Cross who are in this country for a six-week study trip. At left is **Gladys Brandon,** secretary of the National Society of Freetown, Sierra Leone, and right, **Firmino Jose Santos,** of Porto Novo, French West Africa, organizer of the National Society at Dahomey. The International Program, on display at NEA Center in March, will be exhibited in cities throughout the nation.

Purcell photo, Nat'l Ed. Assoc.

NAMES IN THE NEWS

THE NATIONAL CONGRESS OF PARENTS AND TEACHERS has presented to **NEA Executive Secretary William G. Carr** an honorary life membership in its organization as "a mark of appreciation for valuable service given in behalf of children and youth." . . . **NEA President-Elect Lois V. Edinger** received the degree of Doctor of Philosophy June 1 from the University of North Carolina at Chapel Hill. Dr. Edinger is now assistant professor of education at the University of North Carolina at Greensboro. . . . Former executive secretary of the Des Moines Education Association, **Ralph Joy,** is the NEA Urban Project's new professional assistant for leadership training. . . . New members named to the Educational Policies Commission are **Executive Secretary Forrest Rozzell,** Arkansas Education Association, and university presidents, **John H. Fischer,** Teachers College, Columbia; **Abram L. Sachar,** Brandeis; and **Stephen J. Wright,** Fisk. Their four-year terms begin July 4. . . . New assistant director of the Division of Press, Radio and Television Relations is newsman **Howard J. Carroll,** formerly with *Arizona Republic* in Phoenix. . . . **Charles H. Boehm,** superintendent of public instruction for Pennsylvania for the past eight years, resigned recently to head a team of American educators who are assisting the Colombian Ministry of Education in a reorganization of its national school system. The team functions under a contract between the Alliance for Progress and the NEA Committee on International Relations. . . . **Dean Streiff,** formerly with the NEA Field Service Office, is now director of professional relations with the New York State Teachers Association. . . . **Marie B. Speer,** reading consultant, Central School, Parsippany, New Jersey, will represent the NEA Department of Classroom Teachers on the U.S. National Commission for UNESCO, succeeding **Grace Gardner** of Springfield, Missouri. . . . Newly selected NEA salary consultant for professional development and welfare is **William G. Robinson,** associate executive secretary and director of professional relations for the Iowa State Education Association. . . . **Samuel B. Ethridge,** former regional director of the United Negro College Fund in Atlanta, Georgia, has been named to the position of assistant secretary for field studies for the NEA Commission on Professional Rights and Responsibilities. . . . **A. E. Joyal,** former president of the Association for Higher Education, has resigned after 16 years as president of Fresno (California) State College. He becomes president emeritus of the college in Fresno and will be a professor of educational administration at the California State College at Hayward. . . . Editor of the new publication of the American Educational Research Association is **Frederick B. Davis,** American Institute for Research and University of Pittsburgh. The first issue of the quarterly publication, the *American Educational Research Journal,* was distributed in January. . . . The College of William and Mary has dedicated its new $700,000 women's gymnasium to the memory of **Cornelia Storrs Adair,** a leading Virginia educator and 1927-28 NEA president who taught for nearly half a century in the Richmond public schools. . . . **Donald V. Buttenheim,** president of the Buttenheim Publishing Corporation, New York City, has been elected president of the Associated Exhibitors of the NEA. He is the first magazine publisher to head the 40-year-old exhibitors' group. . . . **Virgil M. Rogers,** director of the NEA Project on the Educational Implications of Automation, has been named head of a task force studying the educational needs of civil aviation for the years ahead. This is part of a larger study, Project Long-Look, of the Federal Aviation Agency. . . . **James D. Gates,** who has been acting executive secretary, National Council of Teachers of Mathematics, has been named the NCTM new executive secretary. . . . **R. J. Mullins,** former executive secretary of the New Mexico Education Association, died April 26 in Santa Fe. . . . State association presidents who took office during the past few months are: **Annie Mae Turner,** Alabama Education Association; **S. J. Whisenhunt,** Alabama State Teachers Association; **J. R. Trippe,** Georgia Education Association; **Frederick D. Browne,** Georgia Teachers and Education Association; **Roger Jones,** Kentucky Education Association; **Gerald Schroder,** Nevada State Education Association; **Allen Rogers,** Oregon Education Association; **Margaret F. Kelly,** South Carolina Education Association; **Clarence E. Watkins,** Palmetto (South Carolina) Education Association; **T. J. Toney,** Tennessee Education Congress; **Frank Brouillet,** Washington Education Association; **Maie Sanders,** North Carolina Education Association; and **E. C. Mikkelsen,** South Dakota Education Association. . . . Recipients of awards on April 3 at the second annual convention of the National Society for Programmed Instruction in San Antonio, Texas, were **Robert Snider,** assistant director of the Division of Audiovisual Instruction, and **James D. Finn,** University of Southern California, Los Angeles, and former director of the NEA Technological Development Project. Dr. Snider's award was for "important contributions to the field of programmed learning"; Dr. Finn's, as "man of the year in educational innovation." . . . Taking over in April as president of Department of Audiovisual Instruction is **Mendel Sherman,** Indiana University, and as president-elect, **Donald P. Ely,** Syracuse University. Outgoing president is **William H. Allen,** University of Southern California. . . . **John I. Hillman,** first executive secretary of the Idaho Education Association, 1926-46, died February 29.

Two Citizenship Sessions

The NEA Citizenship Committee has announced that "Every Citizen Holds Office" will be the theme of the 19th National Conference on Citizenship, to be held in Washington, D.C., September 16-19.

The Committee also reported that registrations for the Political Clinic for Teachers, to be held in Spokane, Washington, November 13-15, are coming in at a record rate. The first political clinic, held in Cleveland early this year, drew more than 250.

NEA REPORTER

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Robert H. Wyatt.....President
William G. Carr.....Executive Secretary
Frank W. Hubbard....Assistant Executive Secretary for Information Services
Mildred S. Fenner.....Editor

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Report on the 102nd Convention

NEA REPORTER

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VOL. 3, NO. 7 JULY 17, 1964 7 WASHINGTON, D. C.

Seattle Convention Commits NEA, Affiliates To Strong Program of Professional Growth

IMMEDIATE PAST PRESIDENT, PRESIDENT, AND PRESIDENT-ELECT OF NEA: At the final session of the Convention, **Robert H. Wyatt** (left), 1963-64 NEA president, handed the gavel to the new president, **Lois V. Edinger.** She will serve until the close of the 1965 Convention, when she will turn the office over to **Richard D. Batchelder** (right), who was chosen president-elect in Seattle.

Keppel Urges Partnership Between Education and Civil Rights Movement

"The war against segregation is education's war," U.S. Commissioner of Education Francis H. Keppel told NEA Conventioners on June 29. He urged a "working partnership between education and the civil rights movement," for "then, together, we shall shape new dimensions of democracy for all our children and for our children's children."

The Commissioner said that the shortsightedness of many and the recklessness of some has resulted in "bringing the cause of integration into a collision course with the quality of education." He suggested that such issues as the neighborhood school, bussing school children, the use of mobile classrooms, and compensatory education need not bring educators and civil rights workers into conflict.

To the contrary, he said, "by turning once and for all from these distracting, negative issues, we shall find in the cause of civil rights and the cause of education an alliance than can be strengthened and will prevail."

The Commissioner had six recommendations for simultaneously improving education and promoting civil rights. They were: lower the age limits at which the school assumes responsibility for children, throw aside our middle-class views about children of inequality, create a corps of outstanding teachers for deprived children's classrooms, expand the school day and year, build a stronger partnership with parents, and bring the school into a closer working relationship with all community resources.

Batchelder Chosen NEA President-Elect, Edinger Is President

Richard D. Batchelder, housemaster and teacher of psychology at Barry House, Newton (Massachusetts) High School, was chosen NEA vice-president and president-elect at the Seattle Convention. Mr. Batchelder, president of the NEA Department of Classroom Teachers 1959-60 and a member of the NEA Executive Committee for the past three years, was unopposed for the post. He becomes NEA president in 1965-66.

At the close of the final session, Lois V. Edinger, assistant professor of education at the University of North Carolina at Greensboro, took over as this year's NEA president, succeeding Robert H. Wyatt, executive secretary, Indiana State Teachers Association.

Of the six candidates who were running for two vacancies on the NEA Executive Committee, Gladys E. Nunn, English teacher, Muskogee, Oklahoma,

(See NEW OFFICERS, page 4, column 4)

More Forceful Roles Spelled Out in Civil Rights, Professional Independence, Federal Support, Urban Area Services, Negotiation, Citizenship

NEA's 102nd Convention, attended by more than 10,000 educators, committed the Association and its affiliates to a strong program of professional association growth and development. The areas for growth were clearly laid out and included civil rights, professional independence, federal support for education, urban association services, professional negotiation, and the teacher's role as a citizen. NEA Executive Secretary William G. Carr, in his report the first day of the Convention, labeled 1965 "the year of decision" for the Association.

NEA's commitment to civil rights was spelled out in an amended resolution passed just before noon of the final day of the Convention. The resolution, one of 25 passed by the Representative Assembly in Seattle, calls on affiliates by July 1, 1966, "to revise their constitutions and bylaws, where necessary, to take whatever steps are required to expedite the complete removal of all restrictive labels, and to present a plan to effect the complete integration of their associations." The NEA Executive Committee "shall have the discretionary powers to take necessary action," the resolution says.

The NEA resolution passed less than a day after President Johnson signed the federal civil rights bill.

Keeping the Profession Independent

1963-64 NEA President Robert H. Wyatt and NEA Executive Secretary Carr both urged Conventioners to work to keep the education profession independent. President Wyatt, in his presidential address on July 1, declared that if education is to assume its moral and ethical obligation as a mature and independent profession, it must guard that independence. "Organizations of teachers should be in a position to work cooperatively and on a par with all other segments of our society without the handicap of official attachment to any one segment," he said.

Executive Secretary Carr referred directly to the efforts of the AFL-CIO to organize teachers. This assault on professional independence, if successful, he said, would "destroy the National Education Association and its state and local affiliates. It would profoundly modify not merely the teaching profession, but also the nature of public education itself."

William G. Carr
"Year of Decision"

Dr. Carr called on each delegate to take prompt action to strengthen professional associations. He asked each delegate to "learn while here how to explain, clearly and concisely, the basic difference between a professional association and a teachers union and how to tell why the former is better. You should know this as well as you know your own telephone number."

Next he urged the delegates to explain this issue to the people they represent—through workshops, delegates' reports, or other means. Dr. Carr asked the delegates to "look to your local education association" and take steps to improve its leadership, its objectives, its finances, and its program. "Do not wait," he urged them, "until a crisis occurs in local school support or until an election is sprung on your association by the AFL-CIO. Do not wait until you are forced into a defensive position; develop your own affirmative program at once."

Dr. Carr next urged "each local association that has not already done so" to develop a written agreement on professional negotiation with its school board. He asked that local affiliates "check strategy with state association leadership before you act. A local affiliate faced with an election, or the possibility of one, should not consider the problem to be merely local in nature. Although the election may be local, the implications are statewide and national."

He asked "each state to develop its own definite timetable for step-by-step achievement of unified local, state, and national membership, with unified collection of dues and a schedule of services and responsibilities at each level."

An Educational Policies Commission statement, issued at the Convention, also urged independence for the profession. Titled *The Public Interest in How*

(See SEATTLE CONVENTION, page 2)

Seattle Convention . . .

(Continued from page 1)

Teachers Organize, the statement says that the quality of education is endangered "unless the organization is independent and unless it promotes the unity of classroom teachers, administrators, and other educators."

President Wyatt also discussed school finance and federal aid. He pointed out that a "strange mixture of giant categorical aids and tiny general aids has evolved from Congress. We must incorporate these errors in judgment and politics into the framework of an overall program of general federal support with flexible state and local control."

Dr. Wyatt said he did not believe that a broad spread of categorical aids over all aspects of the curriculum would give America the kind of schools it needs. In fact, he said, "the categorical and special aid programs have produced complications and inflexibilities in the school program that are beginning to complicate state and local financing and program planning."

The Representative Assembly passed a resolution backing federal aid and urging NEA "to develop, seek, and continuously review legislative programs" to realize the principles involved in such aid. In a related action, the Assembly defeated a motion that would have directed the Association to end its support of a court case under way in Maryland to test the constitutionality of the use of public funds for nonpublic schools. The legal action, brought by the independent Horace Mann League, is financed in part by NEA.

Expansion of Urban Services

Delegates passed a resolution noting "with concern" the special problems of American urban areas and urging "the cooperation of all professional education associations in the vigorous support and further implementation of the special program of urban services." At its Convention meeting, the NEA Executive Committee, in order to provide greater coordination and more efficient use of NEA resources, created the post of NEA assistant executive secretary for field operations and urban services to replace the former post of assistant executive secretary for field operations. The post will include responsibility for field offices, contacts with state association field workers, membership promotion, the Urban Project, and relations with the National Council of Urban Education Associations.

The Board of Directors approved an Executive Committee recommendation that the executive secretary be authorized to spend up to $500,000 from reserve funds to help local associations improve their programs and maintain their professional independence.

Other Actions at the Seattle Meeting

The Representative Assembly in Seattle passed a resolution urging "greater effort to improve existing [professional negotiation] procedures and to effect more widespread adoption of written agreements." Another resolution calls for teachers to assert themselves fully as citizens. "Many of the objectives which the organized profession has set for the improvement of education can be achieved only with the active support of its members in influencing public decisions," the resolution says.

Delegates, by ballot vote, approved a bylaw change that will permit a teacher who holds a regular vocational or technical certificate to be an active NEA member even if he does not have a bachelor's degree. By voice vote, the delegates passed a motion asking the NEA Board of Directors, the Executive Committee, and the Executive Secretary to take steps to initiate a study of the entire structure of NEA.

The Board of Directors authorized the Executive Committee to provide funds "as necessary" for a joint effort of NEA and the Utah Education Association to publicize the unsatisfactory educational conditions in that state. UEA Executive Secretary John C. Evans, Jr., at a press conference during the Convention, reported that the UEA negotiating committee is "diligently seeking a settlement of the crisis that will allow public schools to open on time in the fall."

During the Convention, the Idaho Education Association asked the NEA Commission on Professional Rights and Responsibilities to conduct a study of the public schools in Idaho. The Commission approved the request and announced that the study would begin in the fall.

In addition to its actions reported above, the Board of Directors approved the recommendation of the Board of Trustees to place $200,000 of surplus funds in reserve for emergencies, bringing the reserve fund total to $1,300,000. The Board authorized the reimbursement of state education associations when they suffer income losses as a result of initiating unified membership plans. The Board also approved a report on Implementing the Code of Ethics of the Education Profession and Strengthening Professional Rights. The Board heard a report on plans for the establishment of a mutual fund to be sponsored by NEA.

Board of Trustees Chairman F. L. Schlagle announced that the Board had entered into an agreement with William G. Carr to serve as NEA executive secretary for another term, commencing August 1, 1964.

The Executive Committee, in addition to the actions already mentioned, authorized a $4 lay subscription to the *NEA Journal* as part of a public relations plan designed to inform members of boards of education, college boards, PTA leaders, and other laymen. The Executive Committee also approved NEA reimbursement of expenses for a workshop for presidents of state education associations. The workshop is tentatively scheduled for mid-September.

During the Convention, more than 125 firms and organizations, all the 50 states, and each of the NEA departments, divisions, commissions, and projects presented ideas, publications, and materials in colorful exhibits throughout the Exhibition Hall and the Coliseum in Seattle Center.

New NEA President Lois V. Edinger announced that she had selected "Education for World Responsibility" as the NEA theme for 1964-65 and for the 103rd Convention, to be held next year in New York City.

Current Topics Sessions Run Gamut From Size of Assembly to Dropouts, From Extremists to Theme Readers

On July 2, NEA Conventioners attended 13 Current Topics Sessions. The subject matter of the sessions ranged from the size of the NEA Representative Assembly to the size of the dropout problem, from the extremists in the nation who attack the schools to the lay citizens who serve the schools as theme readers.

Probably the largest of the sessions was the one attended by 900 delegates on the problems of NEA Affiliation and Representation. Among the questions they faced was: What is the optimum size of the Representative Assembly for an effective legislative body adequately representing the diverse membership of the NEA?

President Robert H. Wyatt told the session that he had learned from first-hand experience that a "Representative Assembly of 7,000 delegates is just too large to handle." Proposed bylaws incorporating suggested changes will be introduced at the 1965 Convention and voted on at the 1966 Convention.

Center for Study of Instruction

Another Current Topics Session dealt with the NEA Center for the Study of Instruction, the successor to the NEA Project on Instruction, which was described by new NEA President Lois V. Edinger as "one of the greatest contributions NEA has made to the cause of universal public education."

At the session, former Project director, now director of the Center, Ole Sand told delegates that NEA was not willing to file and forget the report issued by the Project on Instruction. "Instead it was eager to have it used as a tool for action, as a guide for self-study. To assist in this process, the Association created last year the Center for the Study of Instruction."

Automation and Dropouts

At the session on Automation and School Dropouts, delegates were told that even though the percentage of dropouts has decreased, the implications of automation for future job opportunities make the rate of dropouts from high schools today an extremely serious problem.

Arthur Flemming, speaking on "Education for an Age of Automation," advocated taking a stand against all kinds of discrimination and vigorously supporting programs to meet the needs of disadvantaged or underdeveloped persons.

At another session, school social workers reviewed various kinds of deprivation. In addition to the socio-economically deprived, they said, there are those from more privileged areas who are deprived in personal relations.

Sessions on "Revolution in Foreign Languages" and "Theme Reader Report" indicated ways in which the instructional program can be improved through the provision and appropriate use of audiovisual materials and techniques and of specially qualified aides.

William Stiles, at a session on copyright law revision, said that the wealth of resources available to teachers through modern technology should not be taken for granted. Unless provision is made for a reasonable use of copyrighted materials by teachers in the classroom, he said, creativity and initiative will be seriously thwarted.

A seminar for urban delegates pointed up the interrelatedness of education and civil rights. George Guy noted that current efforts to provide "compensatory education" are really extended attempts to diagnose and meet educational needs. He cautioned, however, that compensatory education must not be viewed as an alternative to racial integration; the demand for the latter is too real to be ignored.

School Critics

Another session examined what the president of the National Congress of Parents and Teachers, Jennelle Moorhead, later told delegates was "a force that constitutes a threat to our free public schools and to our nation. What is this force? It is extremism—on the left and right." Speakers at the session on extremism pointed to a new crest of criticism of education sweeping the country in recent months.

A discussion of pressing issues in salary scheduling pointed up the importance of local associations taking the initiative in seeking to obtain officially adopted professional negotiation agreements.

A workshop for presidents of local associations overflowed its quarters, and one on the new teacher and the professional association gave helpful suggestions for making the new teacher's introduction to professional association work a constructive experience.

Those who attended the American Education Week workshop learned how a local and a state association observe the week and learned of helps available from NEA, including the film, *Our Schools Have Kept Us Free.*

'We're Doing Only 50% of the Job,' Sanford Tells Seattle NEA Audience

"Let's face it. We're doing only 50 percent of the job. Too many students are dropping out, are not being properly educated. This means that we must keep on searching and innovating in order to do a better job."

Thus spoke Governor Terry Sanford of North Carolina on July 2 at the annual Notables Dinner sponsored by the Student NEA.

"We must be *concerned* about improving education," he said. "Public officials who are concerned about progress in general must be concerned with education. Whatever hope we have for the future is down the path of education."

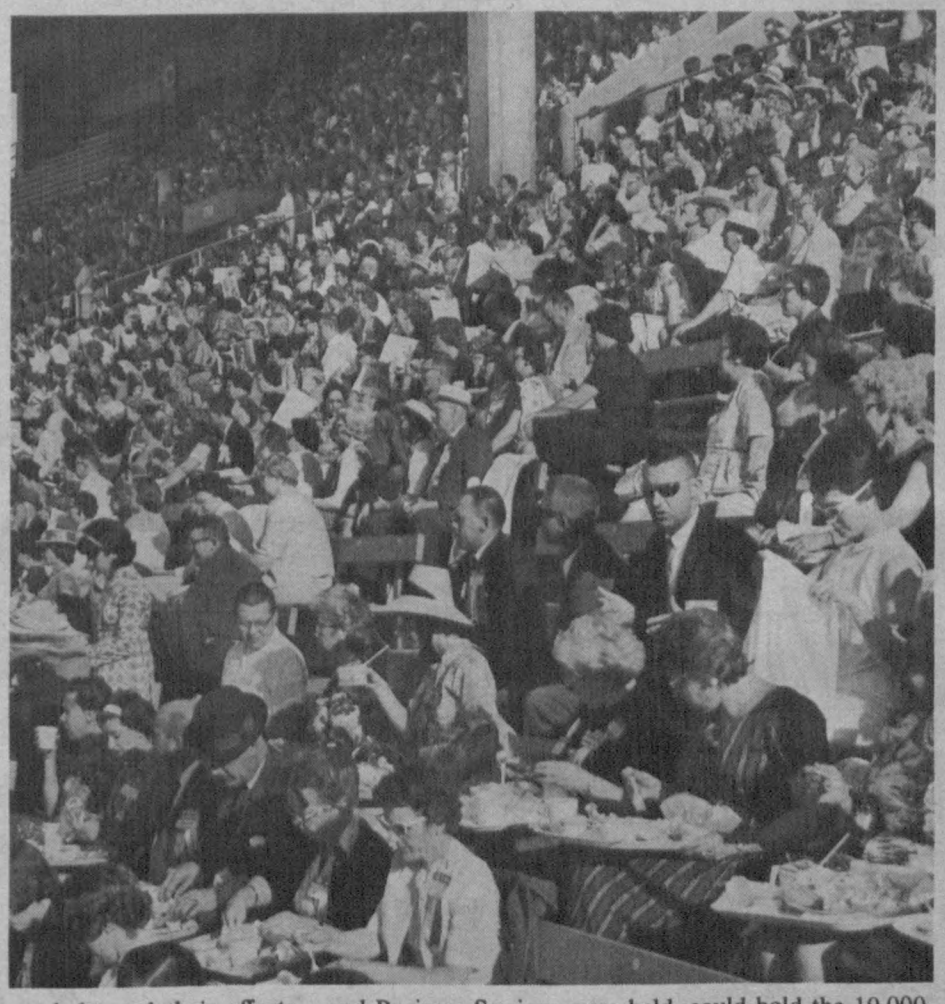
Governor Sanford told the audience that teachers can help develop that concern in public officials. "You good people, understanding the role of education and the nature of the child and learning, can do more for the progress of America than can any other group. Be concerned about the improvement of education and pass on this concern to your public officials."

The governor then reported that in North Carolina teachers and public officials have shown concern for across-the-board educational improvement.

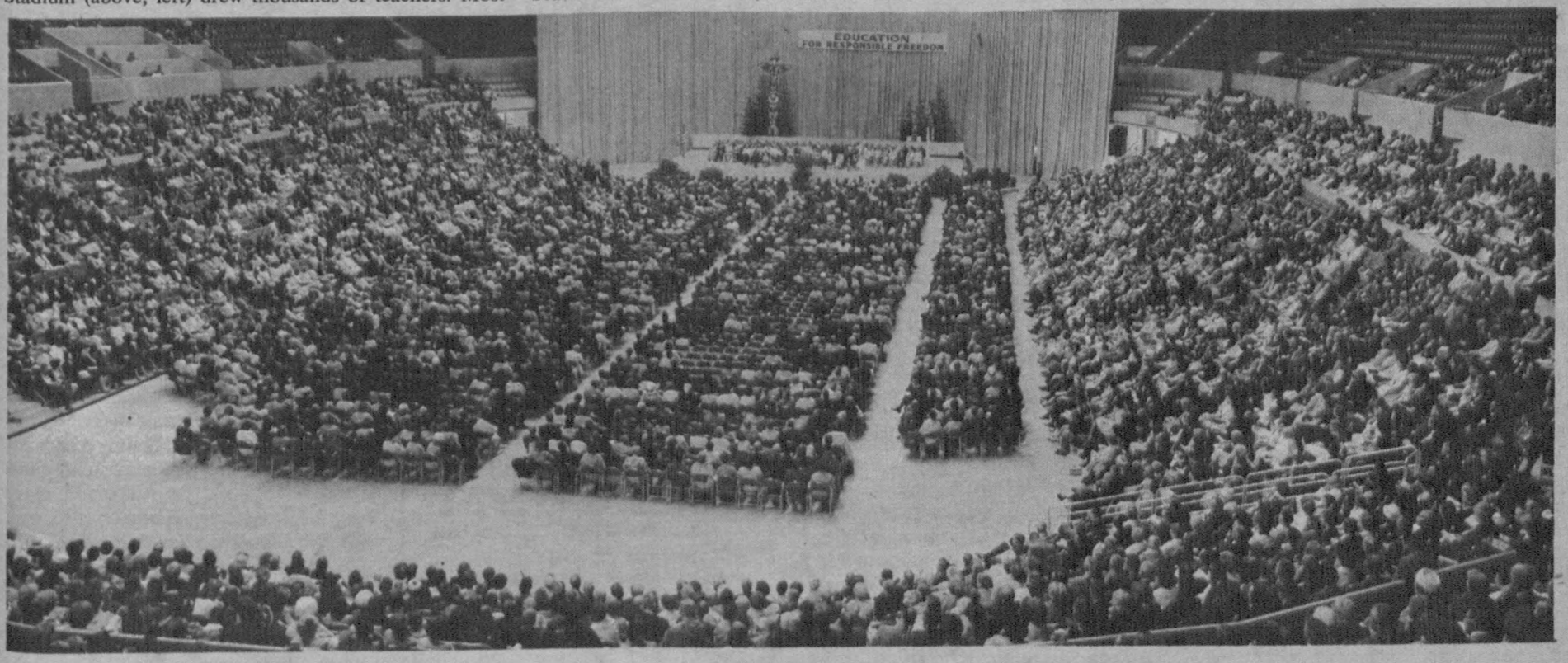
Photo Highlights of 102nd NEA Convention

A GOVERNOR AND A TV STAR ATTEND NEA'S CONVENTION: Below, **Governor Terry Sanford** of North Carolina is interviewed by **NEA Journal Editor Mildred S. Fenner** as part of extensive live television coverage of the Seattle Convention. Governor Sanford spoke at a dinner sponsored by Student NEA on July 2. At right, **James Franciscus** (NBC's "Mr. Novak") chats on the Coliseum platform with new **NEA President Lois V. Edinger.** Actor Franciscus told Conventioners that he was "proud to be a part of you and to be portraying you." "Mr. Novak" received two awards in Seattle—one a National School Bell Award, the other a special citation by the NEA Department of Classroom Teachers.

SOME TRIED LOG-ROLLING, MOST JUST WATCHED: As part of the Classroom Teacher Night ceremonies, a log-rolling contest in Seattle Memorial Stadium (above, left) drew thousands of teachers. Most stayed off the logs, however, and devoted their efforts to eating salmon and beef barbeque (above, right). **THE COLISEUM—BIG ENOUGH FOR EVERYBODY:** Seattle Center's Coliseum, where the General Assemblies and Business Sessions were held, could hold the 10,000-plus NEA Conventioners with room to spare. The photo below was taken during the week's first General Assembly, June 28.



All photos by Forde, Seattle.



Teachers Should Become Politically Active, Speakers Assert at 2 Convention Sessions

Politics—grass-roots-level involvement in the processes of electing officials who favor the schools—was the subject of two Convention sessions on June 30.

At an open meeting of the NEA Legislative Commission, Charles Brown, former Missouri Congressman, told teachers, "You'll *never* get general federal aid unless teachers become more politically oriented and active."

Mr. Brown, now a public-relations consultant to the Commission, said that "teachers have a strength not yet realized, and if we just got out and helped our friends and defeated our enemies, we could have general federal aid—and thus better schools.

"We need more political organization, orientation, and courage—courage to speak our convictions and to work for men who work for education. Political organizations are built on hard work, shoe leather, and pounding on doors. Wherever you find a person who is friendly to education, get him to the polls on election day."

At a concurrent session sponsored by the NEA Citizenship Committee, more than 600 delegates were agreeing with Mr. Brown, and putting their sentiments into words. Conversationalists—a dozen invited in advance, a half-dozen spotted by a roulette wheel, and a half-dozen volunteers—used microphones and political experiences for their rapid-fire, informal discussion.

Teachers are citizens first; then teachers, they agreed. Their rights are inalienable; but ethical considerations, their responsibility to their students, and their responsibility to the tax-payers demand that teachers keep political bias out of the classroom.

NEA members attending the citizenship meeting consumed more than 100 pies, provided by the Washington Education Association, which served as host for the session.

Eight Pacemakers Saluted During Convention Week

President Robert H. Wyatt at various sessions during Convention week saluted eight "Pacemakers" in education—seven school systems and one local teachers association—which are "symbolic of the exciting advances being made on many fronts in our profession." The Pacemakers are:

- **Champaign, Ill., public schools**—"comes close to approaching the American ideal in public education—providing for the needs of all the children."
- **Evansville, Ind., public schools**—"leaders in the educational battle to push out the narrow framework within which most 'slow' learners today live and work."
- **Flowing Wells School District, Tucson, Ariz.**—"scene of a grade A program in team teaching—and in the ungraded school organization that goes with it."
- **Penfield, N.Y., public schools**—"they represent what can be done when the will and the resources are available."
- **Prince Edward County Free Schools, Va.,**—"through imagination and courage, brought a renaissance of learning into the lives of 1,600 children."
- **San Diego Teachers Association**—"a leader in generating enthusiasm and participation in education from its members and from the public."
- **Seattle, Wash., public schools**—"leaders in educating students in the economic principles which have made the United States—and its schools—strong and safe and free."
- **Wilmington, Del., public schools**—"leaders in halting social blight through education."

CONVENTION REPORTS

- A fifteen-minute, full-color filmstrip and taped narration presenting highlights of the 102nd NEA Convention will be available at $5 from the NEA Publications Division beginning August 20 (also available with printed script only for $3).
- Tape recordings of general sessions addresses are available at $3 per tape from the NEA Convention coordinator.
- Mimeographed copies of general sessions addresses may be obtained from the Convention coordinator at $1 per packet.
- All major addresses and complete minutes of the business sessions are included in the 1964 volume of *Addresses and Proceedings,* mailed in the fall to all life members requesting it (to others, the volume is $5).

Trophies Won by Delaware, Maryland, Overseas Groups

The Delaware State Education Association, the Maryland State Teachers' Association, and the Overseas Education Association won Willard E. Givens Trophy Awards for the best state booths at the Convention. Named in honor of the former NEA executive secretary, the trophies are awarded each year to the state associations whose exhibits at the Convention best represent progress in educational and professional development.

NEW OFFICERS . . .

(Continued from page 1, column 2)

was re-elected, and George Fischer, high school teacher of Norwalk, Iowa, president of the Des Moines Education Association, was elected. In addition, G. Baker Thompson of Media, Pennsylvania, superintendent of Delaware County Schools, was elected to a second two-year term on the Executive Committee from the Board of Directors. Mary Ruth LeMay of Illinois was elected by the Executive Committee to fill the committee vacancy created when Mr. Batchelder was elected vice-president. He now serves on the committee as president-elect.

Clarice Kline, classroom teacher of Waukesha, Wisconsin, and former NEA president, was elected to a four-year term on the NEA Board of Trustees. She takes the place of John Lester Buford, superintendent of schools, Mount Vernon, Illinois, and a former NEA president.

Elected to the NEA Budget Committee were William B. O'Donnell, vice-president, New Mexico State University at University Park, for a three-year term and Jennie L. Davis, classroom teacher of Cincinnati, Ohio, for a one-year term.

Elected or re-elected members of the NEA Board of Directors were S. J. Whisenhunt, Alabama (second director); Maria Urquides, Arizona; Maxine Chapman, Arkansas; Freda K. Walker, California; T. H. Pickens, Colorado; Bernice Niejadlik, Connecticut; H. Phil Constans, Jr., Florida; Hubert V. Everly, Hawaii; Bernice Reida, Iowa; Grace Dodge, Maine; Elmer T. Hawkins, Maryland; Lucille MacArthur, Michigan; Mildred Leaver, Missouri; Gladys V. Johnson, Montana; Mabel M. McKelvey, New Hampshire; William B. O'Donnell, New Mexico; Garland Godfrey, Oklahoma; Lucy Ellen Wessling, Oregon; Jane P. Walker, Pennsylvania; Ray Wallace, Tennessee; James T. Ogg, Texas; John Terry, Washington; John Montgomery, West Virginia; and David G. Gates, Wyoming.

Classroom Teachers Election

In the NEA Department of Classroom Teachers' election, Elizabeth D. Koontz, a special education teacher of Salisbury, North Carolina, was chosen president-elect. Mrs. Koontz is the first Negro to be elected to the succession to the presidency. Prior to her election, she served one term as vice-president and two terms as secretary of the department.

Thelma F. Davis, a first grade teacher at Griffin, Georgia, takes over as new DCT president this year from outgoing president, Henry E. Goebel, science teacher, Lincoln, Nebraska.

Other DCT officers elected at the Seattle meeting include Charles Deubel, Lindenhurst, New York, vice-president; and Ruth Trigg, Champaign, Illinois, secretary.

West Virginia, Kansas, and Washington Lead Honor Roll As States Are Commended for NEA Membership Gains

The annual Honor Roll of States was called by Karl H. Berns, assistant executive secretary for field operations, in a colorful ceremony at a mid-week business session. As Dr. Berns spoke of the industry, geography, educational development, and NEA membership achievement of each of the 50 states, the state president or other state representative of the Student NEA walked onto the stage with the state flag.

States commended for special NEA membership achievement during 1963-64, when the total NEA membership figure reached 903,384, were:

Highest percent of potential members: West Virginia (96.2%), Kansas (95.6%), and Washington (94.3%).

Top numerical gain: Washington (an increase of 4,032).

Runners-up for top numerical gain: North Carolina (a gain of 2,863), Texas, Kentucky, and Ohio (each with gains of more than 2,000).

Highest percent of increase: New York City (53%).

Runners-up for highest percent of increase: Rhode Island (39%) and Massachusetts (22%).

Newest unified state: Washington.

States exceeding 1964 goals in 1961 and each year since: Arizona, Idaho, Nevada, Oregon, and Utah.

States exceeding 1964 goals in 1962 and each year since: Alaska, Kentucky, North Carolina, Tennessee, Washington, and Wyoming.

States exceeding 1964 goals in 1963 and this year: Colorado, District of Columbia, Kansas, Maine, Maryland, and West Virginia.

New states exceeding 1964 campaign goals: Florida, Hawaii, Indiana, Iowa, Missouri, Montana, and New Mexico.

Dr. Berns, who retires on August 1, was recognized by the Convention for his outstanding service to the NEA since 1945.

'Generally Good' Conditions for Education Seen By Finance Report Released During Convention

The financial health of the American public educational establishment for the coming school year is expected to be "generally good," a major report released during the Convention predicted. Prepared for the NEA Committee on Educational Finance by the NEA Research Division, the report is the first of a projected series of annual surveys.

Direct expenditures for the schools and colleges, public and private, reached an all-time high of nearly $35 billion last year, with public elementary and secondary schools spending $21.2 billion of this total, the report said. Ten years ago the overall cost was $14 billion.

The nation's schools, public and private from kindergarten through college, provide or generate employment for 8 percent of all jobs held by the employed civilian labor force. Last year 30 percent of the U.S. population was involved in regular schools.

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Magazines, Networks, AP Receive Awards

National School Bell Awards for interpretive reporting in education were presented to eight national magazines, the Associated Press, and the three major broadcasting networks at the Third General Assembly July 1. Magazine winners were *Changing Times, Reader's Digest, PTA Magazine, Redbook, Look, Life, Saturday Review,* and *Kiwanis Magazine.*

Five awards were made in the television field, and one for broadcasting. Cited were NBC-TV, the American Broadcasting Co., and CBS News, winner of three awards.

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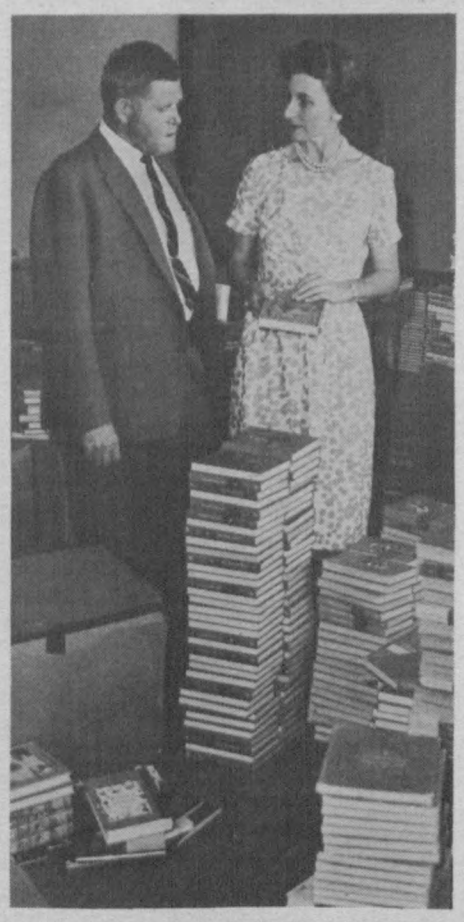
Poverty War Bill Signed By Johnson

New Act Ties Together Package of Programs Linked with Education

The $947.5 million Economic Opportunity Act of 1964 was signed into law by President Johnson on August 20. Commonly referred to as the antipoverty bill, the education-oriented measure is a package of about a dozen programs, including the following:

- **Students and unemployed youth**—$412.5 million. Includes a job corps to provide work experience, education, and vocational training at conservation camps and residential centers; a work training program to enable youths to resume or continue their high school education or to increase their employability; and a work study program to provide part-time jobs to help needy students continue their college education.
- **Community action**—$340 million. Provides for a federal contribution of 90 percent of the cost of projects to combat poverty in such areas as health, welfare, job training, vocational rehabilitation, housing and home management, and for grants to the states to provide literacy and basic education training for adults.
- **Rural Areas**—$35 million. Includes loans to low-income rural families to improve farm operations; housing, sanitation, education, and child day-care programs for migrant farm families.
- **Work experience**—$150 million. Includes demonstration projects designed to encourage state programs to provide work experience for unemployed fathers and other needy persons.

(See POVERTY BILL, page 3)



NEA PRESIDENT VISITS OVERSEAS SCHOOLS: During the summer, **NEA President Lois V. Edinger** attended the annual meeting of the World Confederation of Organizations of the Teaching Profession, in Paris, and surveyed a number of overseas dependents schools. In Spain (above) she examined the new Madrid Elementary-Junior High School near the 16th Air Force SAC base. With Miss Edinger looking over a supply of textbooks for the school is **Harold Evans,** district superintendent.

Lawsuit for Overseas Teachers Pay Raise Approaching Decision

NEA's lawsuit asking for higher salaries for classroom teachers in overseas dependents schools was moved one step closer to a decision on August 19, when attorneys filed a motion for summary judgment. The motion, with an accompanying brief, asked the United States District Court for the District of Columbia to grant relief to the overseas teachers by requiring the Defense Department to pay salaries as specified in the Teachers Pay Act, passed in 1959.

The NEA brief maintains that "the Teachers Pay Act sets forth a determinable standard for the payment of teachers' salaries on a basis generally equal to salaries for comparable positions in the United States. The explicit language and the regulations and interpretative communications generally concurrent with the legislative enactment show that the statute has this meaning and that the payment of salaries in accordance with the standard was mandatory."

The Defense Department has argued that the per pupil cost limitation for overseas schools, passed by Congress, removes the mandate of the Teachers Pay Act. The NEA brief maintains, however, that "the mandate is not in any respect reduced or qualified by reason of the per pupil limitation and is operative provided only that the total funds appropriated for the overseas schools are adequate for the payment of salaries in accordance with the standard."

1963-64 salaries in the overseas schools ranged from $4,535 to $6,315. To bring the scale up to the requirements of the Teachers Pay Act would call for salaries from $5,095 to $6,955.

Defense Department attorneys have been given until at least September 31 to file an answer to the NEA brief. NEA attorneys said this week that the case was likely to be argued before Christmas.

The suit was filed on March 2, 1964. In filing the suit, NEA pointed out that teachers' salaries are not the sole concern, but that a larger goal is overcoming the serious barriers to quality education that exist in the overseas schools.

NEA has twice issued Urgent Advisories informing teachers that serious problems exist in the overseas schools.

NEA Members Offered New Low-Cost Life Insurance; Plan Provides Coverage, Death Benefits Up to $20,000, Double Previous Maximum; Effective Date Is December 1

A new life insurance plan offering coverage up to $20,000, double the previous maximum, will be added to the NEA insurance program on December 1. The new plan also provides accidental death benefits up to $20,000, double the previous maximum and, after a specified number of years, paid-up life insurance up to $1,500. The benefits are all provided by one semi-annual premium that ranges from $40 for members below age 50 to $65 for members between the ages of 50 and 59. For a small additional premium, family benefits are also included, with up to $2,500 on spouses and $1,000 on unmarried children under 21.

When the new coverage—called Plan C—goes into effect on December 1, the family benefits will be extended to the program's other two plans, A and B. Plan A, in effect since December 1, 1961, provides coverage up to $5,000 for a semi-annual premium ranging from $4.55 to $11.30 depending on age. Plan B, in effect since April 1, 1963, provides coverage up to $10,000 and accidental death benefits up to $10,000 for a semi-annual premium ranging from $9.10 to $22.60 depending on age.

All three plans guarantee a monthly income of up to $100 for a teacher who has been disabled and unable to work for nine months, provided he has been covered under one of the plans for at least one year. All three plans are underwritten by the Prudential Insurance Co.

NEA members indicated in a survey that they wanted the features that are in the new plan.

The NEA Trust has enrolled some 55,000 NEA members in the program since it began three years ago, has provided them with $370 million in coverage, and has paid over $1 million in claims.

Plan's Early Enrollees Get Additional Benefits

Those who are enrolled in the new NEA insurance program before December 2 will receive up to 10 percent additional death benefits for 16 months until April 1, 1966.

Those who enroll after December 1 will receive the extra coverage for 12 months beginning next April 1. There is no charge for the additional coverage.

Cleveland Association Contracts for 138-Unit Building for Teachers

The Cleveland Education Association has contracted for the building of a 138-unit apartment house for retired teachers, according to new CEA Executive Secretary W. M. Schaal. The contract, awarded August 14, calls for 34 one-bedroom apartments, with the remaining units designed as efficiency apartments. Groundbreaking will take place within the month, Schaal said.

The CEA executive secretary also announced what he called "a very active program" for the association this year, with emphasis on increasing local, state, and NEA membership in Cleveland and on serving that membership in a vigorous, professional way. CEA narrowly lost a hastily called election to the Cleveland teachers union in June. The election determined teacher representation for one year.

Inside This Issue

Education crisis in Utah enters new phase. **See page 2**

TEPS Commission survey reveals trends in teacher education. **See page 2**

NEA representatives heard by GOP, Democrats. **See page 3**

AACTE to honor teacher education programs with awards. **See page 4**

American Education Week expected to draw 33 million to schools. **See page 5**

Association for Higher Education plans 20th anniversary sessions. **See page 6**

New vice-principal joins the *Mr. Novak* program. **See page 7**

Names in the news. **See page 8**

Fellowship Deadline Set

Applications from classroom teachers for 1965 Hilda Maehling Fellowships must be sent to the NEA Department of Classroom Teachers by November 13. The annual grants are given to help teachers finance special professional and educational projects. Details and application forms are available from DCT at NEA Center.

Education Crisis in Utah Enters New Phase

All Teachers Return to Classrooms But NEA National Sanctions Continue; Political Action Program Under Way

Teachers in Utah have contracts and are teaching in all of the state's 40 school districts this fall, but the crisis continues and the NEA sanctions remain in force.

The crisis entered a new phase late in July, when Utah Education Association members, at a series of special meetings, agreed to resume contract negotiations but at the same time laid the foundation for a public information program aimed at election of a state governor and state legislators aware of the needs of the schools.

The UEA asked NEA to continue its national sanctions, invoked on May 19, "until improvements recommended by the Governor's School Study Committee, and by the NEA Professional Rights and Responsibilities Commission, are brought into being by the appropriate authorities in this state." Further action on the sanctions lies within the discretion of the NEA Executive Committee.

What the UEA action means is this: Utah's teachers will continue in the classroom but they will work simultaneously for political action to improve the schools.

As one way of carrying out this goal, UEA members are working with the Utah Council for Improvement of Education, a nonprofit corporation organized to elect legislators favorable to education. Already this action has brought results: 26 of 35 candidates backed by the teachers won in the August primary elections.

Governor George D. Clyde, who rejected his own committee's recommendations to improve the state's schools, is not running for re-election. A new governor will take office in January. Both of the gubernatorial candidates running this fall have said they believe improvement of education is among the top challenges facing Utah. Many legislative candidates have also come out in favor of stronger support for the schools.

John Evans
UEA Executive Secretary

UEA Executive Secretary John C. Evans, Jr., said this month that UEA is "moving into a very critical period in its struggle to obtain improvements for Utah public schools. We are aiming for a program that is intelligent, reasonable, and practical. We want it to gain the support of all concerned so that the school impasse that has plagued this state for more than two years will end once and for all."

UEA is urging its members to take part at the grassroots level in the election effort this fall. Background information on the Utah school crisis has been sent to all of the association's more than 10,000 members, and plans are under way to organize a network of teachers' speaking bureaus in each school district, according to Executive Secretary Evans. The effort is aimed, he said, "at telling the Utah story to the public from the people who know and understand the problem best—the classroom teachers."

NEA's national sanctions call the attention of the nation's teachers and others to the inadequate school facilities in Utah and ask all members of the profession outside Utah to refrain from accepting positions in that state until the controversy is resolved. Details on the sanction action and on the history of the Utah situation may be found in the April 17 and May 15, 1964, issues of the NEA REPORTER.

A POSTER AND A THEME THAT GOES TO THE HEART OF EDUCATION: Three of the children who posed for the Department of Classroom Teachers' 1964-65 theme poster admire an early copy of the poster along with **DCT President Thelma F. Davis.** The children (left to right) are **Kathleen** (age 7), **Arlene** (8), and **Mark** (10), two daughters and son of James C. Nicholson, executive assistant, National Association of Secretaries of State Teachers Associations. Mrs. Davis said the DCT theme, "I Teach a Child," goes to the heart of what education is all about. The theme poster, in color, is available free in two sizes (8½″ × 11″ and 17″ × 22″) from DCT at NEA Center. The poster was designed by Michael J. McGurk and is based on a photo by Carl Purcell.

Survey by TEPS Commission Reveals Several Trends in Teacher Education

A clear trend is developing in teacher education toward the approved-program approach to certification of teachers—an approach in which state departments of education arrange for approval of a college's program for preparing teachers, rather than granting teaching certificates merely upon the accumulation of a certain number of credits. This trend is one of several cited by NEA's National Commission on Teacher Education and Professional Standards, based on its survey of teacher education from 1961 to 1964.

Other trends noted by the TEPS Commission include one toward stronger academic preparation of teachers in the area of general education, toward an increase in course requirements in a teaching field, and toward greater use of the National Teacher Examinations.

The survey also revealed that 45 states and the District of Columbia now require a bachelor's degree for regular certification of elementary school teachers, and that all states now require a bachelor's degree for high school certification.

The survey, made in cooperation with the National Association of State Directors of Teacher Education and Certification, is the basis for the 1964 TEPS *Manual on Certification Requirements for School Personnel.*

The NEA Membership Division points out that names and dues of members now being enrolled should be promptly sent to state associations and to NEA. Prompt reporting of this information assures members of receiving NEA services and publications without delay.

Music, Mathematics Teachers Begin Projects To Explore Best Ways To Use Newer Educational Media

Music Educators Plan National Conference At NEA Headquarters

A national conference on the uses of new educational media in the teaching of music will be held at NEA December 7-11. Sponsor of the meeting is the Music Educators National Conference, an NEA department, working with the help of a contract with the U.S. Office of Education.

Each state music education association has been asked to send a representative to the conference, and invitations have been sent to state music supervisors in the 23 states which have such a post.

Edward Maltzman, director of the nine-month conference project, looks forward to the meeting as one in a series of steps that will "throw music right into the middle of the revolution going on in education."

He predicts breakthroughs in the use of new media in the music field similar to those that have occurred in other fields. Dr. Maltzman was a research associate at the Harvard Graduate School of Education, where he worked with B. F. Skinner on problems of programed learning.

Although the movement toward use of new media has been "in the minds of music people for a long time," Dr. Maltzman points out, this conference is an outgrowth of a concern for the arts and the humanities by people from such fields as science.

Five consultants have also been invited to the media conference in December—each an expert in one of the following areas: teaching machines and programed learning, audio materials and devices, specialized electronic devices and systems, films and television, and new uses of printed materials.

Mathematics Council's Program Developing Under 4-Stage Plan

How best to use the newer educational media such as TV, films, and audio tape in improving mathematics teaching in the elementary schools of the nation is the objective of a new project of the National Council of Teacher of Mathematics, NEA. Established under a $54,717 grant from the U. S. Office of Education, the project is planned in two phases and is scheduled to be completed by next June.

A third and a fourth phase are expected to be developed to implement the findings of the first two. Project director is James H. Zant, professor emeritus of Oklahoma State University, Stillwater.

A two and a half day meeting to initiate the first phase is scheduled for this fall—probably November—according to NCTM. This first meeting will draw upon papers from five educators, who will summarize what has already been accomplished in the mathematics field and will set forth the goals to be reached through use of the new media of communications. Five reactors to the papers and 25 other participants will also be invited.

The second phase will bring media experts into the discussions to find out how the goals discovered in the first part of the project may be reached. For this meeting 20 conferees will be selected from the first group as well as 10 new participants.

The project will then move into phases 3 and 4, with dissemination of information, evaluations, publications, and follow-up activities.

NCTM's Committee on Educational Media, organized last year, initiated the project.

AT ANTIPOVERTY BILL SIGNING: Among those who received one of the pens used by **President Johnson** in the signing of the antipoverty legislation was **Thomas McLernon,** assistant director, NEA Adult Education Service Division. **Sargent Shriver** (behind young lady, center), Peace Corps director who was named by the President to head the antipoverty effort, predicted that the program would reach 600,000 persons directly the first year.

AT WILDERNESS AND CONSERVATION BILL SIGNINGS: On September 3, **President Johnson** signed into law two bills designed to ensure outdoor recreation opportunities for present and future generations. One bill establishes a national wilderness preservation system; the other sets up a water and land conservation fund to assist states and federal agencies in acquiring and developing recreation lands and waters. Invited to the bill-signing ceremonies was **Jackson M. Anderson** (above left, receiving one of the pens), assistant executive secretary and consultant in recreation and outdoor education for the American Association of Health, Physical Education, and Recreation. AAHPER, an NEA department, has officially backed both bills, and Dr. Anderson testified in favor of the bills before Senate and House committees.

Purcell photos, Nat'l Ed. Assn.

Poverty Bill . . .

(Continued from page 1, column 1)

• **Volunteer organization and administrative costs** —$10 million. Included is the setting up of Volunteers in Service to America, modeled on the Peace Corps, with 5,000 persons serving in mental health, migrant, Indian, and antipoverty programs.

The Senate and House added several amendments to the bill as it advanced through Congress, but did not make any major changes in its framework.

The most important amendment gives state governors the right to veto establishment of any youth camp in their states or the initiation of any community action program.

A House amendment requires a loyalty oath for youths entering the job corps and a disclaimer of support for any subversive organization on the part of individuals receiving payments under the act. But the Justice Department has held that this does not apply to those benefiting from a program, whether handled by a public or private agency.

"We will strike at poverty's roots," President Johnson declared as he signed the measure before a large group of officials, members of the Senate and House, and educators.

Mr. Johnson emphasized that the measure, to which he had given highest priority, is "not in any sense a cynical proposal to exploit the poor with a handout or a dole. This act offers the answer of opportunity" to the problem of poverty, the President said.

He mentioned such programs authorized or expanded under the legislation as remedial education, job retraining, and neighborhood improvement. "In helping others," the President said, "all of us will really be helping ourselves." He emphasized that every dollar spent under the program will result in savings, especially to local taxpayers, in cutting the cost of crime and welfare programs.

The new law is an authorization measure. Mr. Johnson already has asked Congress to appropriate the $947.5 million in a supplemental money bill.

Adron Doran

Robert E. McKay

Representatives of NEA Heard by Republican and Democratic Parties

NEA was represented before both the Republican and Democratic National Conventions. Robert E. McKay, assistant executive secretary, California Teachers Association, and chairman of the NEA Legislative Commission, appeared before the Committee on Resolutions of the 1964 Republican National Convention on July 8 as the official representative of the Association.

Adron Doran, president of Morehead State College, Morehead, Kentucky, and a member of the NEA Legislative Commission, represented the NEA before the Committee on Resolutions and Platform of the 1964 Democratic National Convention at Washington, D.C., on August 18.

Details of the education planks subsequently adopted by the two major political parties will appear in the October issue of the *NEA Journal,* as will education position statements of Presidential candidates Lyndon B. Johnson and Barry M. Goldwater.

Although the NEA spokesmen urged both parties to work for substantial federal support of the whole of public education at all levels, the 1964 Democratic Party Platform comes much closer to paralleling NEA educational recommendations.

Education Committee Announces It Is 'Unalterably Opposed' to Two Bills That Would Change Copyright Law

Although it approves updating the present copyright law, education's Ad Hoc Committee on Copyright Revision has stated that it is "unalterably opposed" to the bills (H.R. 11947 and S. 3008) introduced into Congress in July at the request of the Register of Copyrights. The Ad Hoc Committee represents 26 major American education organizations, including the NEA.

These bills, the Committee says, "would deprive education of existing rights under present law" and "would fail to protect and advance the vital rights of education under the copyright statute."

The Committee asks for a drastic amendment of these bills "to provide necessary and suitable protection for education's rights in the public interest of the school children of our nation."

Among the points the Ad Hoc Committee emphasizes in opposing the proposed revision of the present copyright law is that it:

• Is a "revolutionary reversal" of present law which gives education full and complete right to perform (both in classroom and on educational broadcasting) all copyrighted historical, poetical, literary and musical works, if not dramatized and if not "for profit."

• Denies educational radio and educational TV the rights available to the rest of education under the copyright law.

• Restricts, and perhaps even denies, teachers the right to make a copy or copies of excerpts of copyrighted works for nonprofit teaching purposes.

• Lengthens the term of copyright to such an extent as to deny education the presently available opportunity to use about 85 percent of copyrighted works which their owners dedicate to the public domain.

Filmstrip Wins Award

An NEA filmstrip, *Selection and Use of Programed Materials,* won first prize last month in the visual aids category at the annual exhibition of the National Association of Industrial Artists. Released last spring, the 15-minute, sound and color filmstrip was prepared by Phil Lange, Teachers College, Columbia University, and Robert C. Snider, NEA Audiovisual Instructional Services Division assistant director.

Distinguished Achievement Awards Established This Year Will Honor Fine Programs of Teacher Education

Distinctive programs in teacher education will be honored, beginning this year, by Distinguished Achievement Awards given by the American Association of Colleges for Teacher Education. Entries for the first year's award must be submitted to AACTE at NEA Center by December 15.

A top award and four honorable mentions will be announced at the association's annual meeting February 10-13 in Chicago.

The awards are designed to "encourage institutions of higher education to carry out distinguished teacher education programs" and to "reassure the American people regarding the quality of preparation being provided prospective teachers," according to AACTE Executive Secretary Edward C. Pomeroy.

Further information about the awards and entry blanks are available from AACTE at NEA Center.

NEA REPORTER

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Education Legislation Backed by Delaware Teachers Is Passed

Two major pieces of education legislation actively supported by the Delaware State Education Association became law in that state this year. One of the new laws sets up high school extension programs aimed at the state's school dropouts who are now over 21. The legislation appropriates $80,000 to create and operate the programs.

The second law establishes an educational television board for the state and provides over a million dollars for cable network rental and operation of resources centers. DSEA Executive Secretary Charles R. Harris served as a member of the Governor's Committee to study educational television, the group which drafted the legislation.

FOR THOSE WHO DIDN'T GO TO SEATTLE: More than 1,000 NEA members have so far placed orders for the *1964 NEA Convention High Lights* filmstrip. It is expected that several hundred thousand teachers will see the 17-minute presentation this fall. The full-color filmstrip with taped narration is available for $5 from the NEA Publications Division. It is also available with printed script for $3.

UNESCO Expert Meeting Focuses on Social, Professional, and Economic Status of Teachers

The professional, economic, and social status of school teachers was studied by participants last spring in the UNESCO Expert Meeting on Teacher Status, held in Paris. Attention was also given at the meeting to questions of general educational policy and the professional training of teachers.

The social aspect of the problem of teachers' status, constantly referred to by the experts, was summarized by NEA Executive Secretary William G. Carr, chairman of the international committee: "The higher the public respect for the schools, the better the status of the teachers. It is bad for teachers to be underpaid; it is even worse for education to be undervalued. The better the payment and security, the better the status. The better the preparation and in-service education of teachers, the better the status. The greater the skill of the teacher in the classroom, the better the status. The more united the profession, the better the status of its members." Dr. Carr is also secretary-general of the World Confederation of Organizations of the Teaching Profession.

NOW...FOR NEA MEMBERS

nea INSURANCE TRUST

YOUR EXPANDED NEA LIFE INSURANCE PROGRAM: *INCREASED PROTECTION* AT *REMARKABLY LOW COST.* ENROLL NOW IN THE PLAN THAT FITS YOUR NEEDS.

NEW — EFFECTIVE DECEMBER 1, 1964

PLAN C*/ THE REMARKABLE NEA INSURANCE PLAN FOR MEMBERS BECOMING INSURED BEFORE AGE 60.

HERE'S WHAT IT PROVIDES:

Age of Member at Time of Claim	Life Insurance	Additional Accidental Death Benefit	Monthly Disability Income Benefit (1)
Less than 35	$20,000	$20,000	$100
35 less than 40	17,500	17,500	100
40 less than 45	15,000	15,000	100
45 less than 50	12,500	12,500	100
50 less than 55	10,000	10,000	50
55 less than 60	7,500	7,500	50
60 less than 65	6,000	6,000	None
65 less than 70	4,500	4,500	None

*Not available in Ohio and Texas. (1) After being totally disabled for over 9 months, a maximum of 48 payments—and not beyond age 62.

INCLUDING PAID-UP INSURANCE FEATURE

- For members insured prior to age 50, this Plan provides paid-up life insurance when they retire or cease to be insured for any other reason—up to a maximum of $1,500 after 21 years of contributions.
- For members ages 50-59, the amounts of paid-up insurance will depend upon age when becoming insured with a maximum of $1,400 and a minimum of $500.
- A member's paid-up insurance will continue for the balance of his lifetime **without any further contribution** or may be surrendered for its cash value.

SEMI-ANNUAL CONTRIBUTION FOR MEMBER'S PLAN C BENEFITS

Age of Member on Semi-Annual Due Date	For Personal Insurance
Less than 50	$40
50 less than 70	$65 ($40 after being in Plan C 21 years)

DEPENDENTS LIFE INSURANCE* AVAILABLE FOR NEA MEMBERS UNDER PLANS A, B, OR C

NOW—LOW-COST PROTECTION FOR YOUR WIFE/ HUSBAND AND ALL YOUR ELIGIBLE CHILDREN.

DEPENDENTS LIFE INSURANCE* (Optional)

Age of Member at Time of Claim	Life Insurance for Spouse	Life Insurance for Each Child
Less than 50	$2,500	$1,000
50 less than 60	1,250	1,000
60 less than 70	750	750

SEMI-ANNUAL CONTRIBUTION

Age of Member on Semi-Annual Due Date	For Spouse (Optional)	For 1 or More Children (Optional)
Less than 30	$2.20	$1.50
Over 30—under 70	5.60	1.50

*Dependents Life Insurance is not available in Ohio and Texas, nor to dependents already covered by NEA Insurance Program.

If you are not yet insured, please complete the enrollment form and make check payable to NEA INSURANCE TRUST for your initial 3-month contribution. (This contribution is one-half the semi-annual contribution.)

Mail completed Enrollment Form and check for initial contribution (½ semi-annual contribution) TODAY TO:

NEA INSURANCE TRUST / P.O. BOX 2013 / WASHINGTON, D.C. 20013

For more information about these plans, write to the NEA Insurance Trust.

American Education Week To Draw 33 Million

News Briefs

Percent of Dropouts Down, NEA Project Study Shows

Although the problem is still critical, the percent of dropouts has been reduced in school systems of the nation's largest cities, the NEA Project on the School Dropout reported this summer.

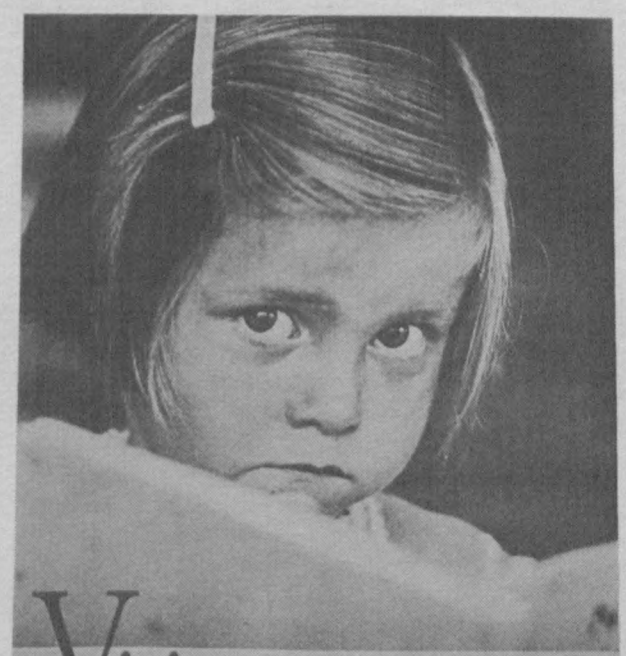
For the nation's five largest cities—New York, Chicago, Los Angeles, Philadelphia, and Detroit—the holding-power rate in 1963, based on grade 10 enrollment, was 65 percent, which means a dropout rate of 35 percent. Nationwide, the holding-power rate was 76 percent, dropout rate 24 percent.

The Dropout Project, reporting on a study of 128 cities with populations over 90,000, said that 708 of every 1,000 students in the 10th grade last year will go on to complete their high school studies. This rate of 70.8 percent represents a 2.5 percentage-point increase since 1961, according to Project Director Daniel Schreiber.

Alaska Contributions Total Nearly $14,000

Contributions sent to NEA Center for the assistance of Alaska teachers affected by the state's earthquake last spring totaled more than $13,961 as of August 31. Checks have come from individuals and from associations.

Acting Executive Secretary of the Alaska Education Association Betty J. Fader informed NEA Center on August 31 that the money donated has been sufficient for immediate direct relief to the teachers who suffered losses from the disaster. She expressed gratitude "for the full measure of support that has come to the teachers of Alaska from their colleagues everywhere."



A NATIONWIDE INVITATION: More than 33 million parents are expected to visit the schools during American Education Week, November 8-14. The week's events are scheduled around the theme, "Education Pays Dividends," with daily emphasis on the dividends in better human relations, improved earning power, personal fulfillment, good citizenship, national economic growth, better communities, and international relations. AEW, established in 1921, is now sponsored by the American Legion, the National Education Association, the U.S. Office of Education, and the National Congress of Parents and Teachers. AEW packets and materials are still available from NEA Center. (Fourth class mail orders must reach the NEA no later than October 20 for delivery west of the Mississippi River, and October 27 for east of the Mississippi River.) A special planning leaflet and order form are free upon request.

News Briefs

Presidential Proclamation On 1964 Education Week

Designating November 8-14 as American Education Week, President Johnson said in his declaration:

"I urge all Americans to take time during that week to consider the needs and the accomplishments of our schools and colleges and to acquaint themselves more fully with the activities and objectives of those institutions. I ask all our people to dedicate themselves to renewed and continuous efforts to improve the quality of education. We must avoid complacency and we must never be quite satisfied with our educational institutions, no matter how good they may be, and instead, we must constantly strive to assure that each of our people has the opportunity to obtain the best education possible—for upon the accomplishment of that task depends the realization of our hopes and aspirations for a bright future for our nation and for our children."

New Project Will Survey Civil Defense Education

The extent and types of civil defense education activities in elementary and secondary schools is the subject of a new one-and-half-year project of the National Commission on Safety Education, NEA. The survey will be made with the help of the NEA Research Division, under a contract with the Civil Defense Office of the U.S. Department of the Army. Chairman of the Civil Defense Project Advisory Committee, which is scheduled to meet in late September in Washington, is D. P. Culp, president of Alabama College, Montevallo.

FOR THOSE REQUIRING LESSER AMOUNTS OF PROTECTION

STILL AVAILABLE • STILL EXCELLENT

PLAN A/ EXPANDED TO INCLUDE DISABILITY INCOME COVERAGE AFTER 1 YEAR UNDER THE PLAN.

Age of Member at Time of Claim	Life Insurance	Monthly Disability Income Benefit*
Less than 50	$5,000	$100
50 less than 60	2,500	50
60 less than 70	1,500	—

*After being totally disabled for over 9 months, a maximum of 48 payments—and not beyond age 62.

PLAN B/ HIGHER AMOUNTS OF INSURANCE PLUS A VALUABLE ACCIDENTAL DEATH BENEFIT.

Age of Member at Time of Claim	Life Insurance	Additional Accidental Death Benefit	Monthly Disability Income Benefit
Less than 50	$10,000	$10,000	Same as Plan A
50 less than 60	5,000	5,000	Same as Plan A
60 less than 70	3,000	3,000	— — —

SEMI-ANNUAL CONTRIBUTION:

Age of Member on Semi-Annual Due Date	Plan A	Plan B
Less than 30	$ 4.55	$ 9.10
Over 30—under 70	11.30	22.60

ANOTHER NEW FEATURE:

10% TEMPORARY INCREASE IN ALL DEATH BENEFITS AT NO ADDITIONAL COST TO YOU. (Increase Does Not Apply to Dependents)

Example: If you are insured for $15,000, you will have a $16,500 Death Benefit PLUS a $16,500 Accidental Death Benefit.

For all NEA members insured under the NEA Insurance Program on or before December 1, 1964, this temporary increase will apply from December 1, 1964 until April 1, 1966 (16 months).

17½% (i.e. $1,500) for members insured for $20,000 under PLAN C (to conform with legal limits).

STATEMENTS BY MEMBER TO BE INSURED—National Education Association Life Insurance Plan

(Please print all answers)

1. NAME OF MEMBER? ..... (Last / First / Middle Initial)

2. SEX? ☐ Male ☐ Female

3. DATE OF BIRTH? ..... (Month / Day / Year)

4. ARE YOU A U.S. CITIZEN? Yes ☐ No ☐

5. RESIDENCE? ..... (No. / Street / City / (Zone) / State)

6. Your Beneficiary? - *Full Name*, Example: Mary A. Doe, *NOT* Mrs. John J. Doe ..... (First Name / Middle Initial / Last Name / Relationship)

7. RESIDENCE OF BENEFICIARY? ..... (No. / Street / City (Zone) / State)

8. Are you a member of the National Education Association of the U.S.A.? ☐ Yes ☐ No

9. Are you a member of a state educational ass'n. affiliated with N.E.A.?
☐ Yes—Name of state ass'n. .....
☐ No

10. Are you now engaged in educational activity with principal employment income from an educational institution or a national, state or local educational association or a public educational agency? ☐ Yes ☐ No

11. Personal Insurance—Indicate action desired:
(a) If you are *not* now covered under the N.E.A. Plan, Check coverage desired: ☐ Plan A ☐ Plan B ☐ Plan C
(b) If you are *already* covered under the N.E.A. Plan, enter your Plan Identification Number..... *and* check one of the following:
☐ I wish to transfer to Plan C
☐ I wish to transfer to Plan B
☐ No change desired in my personal insurance.

12. Dependents Life Insurance—Check one:
(a) ☐ I have no eligible dependents.
(b) ☐ I wish to cover my spouse and eligible children*.
(c) ☐ I wish to cover my spouse.
(d) ☐ I wish to cover my eligible children*.
(e) ☐ I am not enrolling my dependents.
*Unmarried children less than 21 years old.

13. Complete if 12 (b) or 12 (c) above is checked:
Name of Spouse: ..... (First Name / Middle Initial / Last Name)

14. Complete if 12 (b) or 12 (d) above is checked:
(a) Number of eligible dependent children: .....
(b) If any of the children in 14 (a) had a hospital confinement during the past 12 months, give child's name and details of confinement: .....

ITEMS 15 THROUGH 19 AND 24 BELOW TO BE COMPLETED BY MEMBER ENROLLING FOR PERSONAL INSURANCE UNDER PLAN A, PLAN B OR PLAN C; OTHERWISE OMIT.

15. Have you ever been treated for or had known indications of:
(Answer each item "Yes" or "No")

	Yes	No		Yes	No		Yes	No
(a) heart condition	☐	☐	(c) nervous disorders	☐	☐	(e) cancer	☐	☐
(b) high blood pressure	☐	☐	(d) diabetes	☐	☐	(f) tumors	☐	☐

16. Do you have any known physical impairments, deformities, or ill health not covered by item 15 above? ☐ Yes ☐ No

17. Have you within the past 5 years consulted or been attended by a doctor or other practitioner (disregard routine exams, in employment)? ☐ Yes ☐ No

18. Are you now actively employed and physically able to perform all the duties of your occupation? ☐ Yes ☐ No

19. Have you ever been denied N.E.A. Life Insurance? ☐ Yes ☐ No

ITEMS 20 THROUGH 24 TO BE COMPLETED ONLY IF *SPOUSE* IS BEING ENROLLED FOR DEPENDENTS LIFE INSURANCE; OTHERWISE OMIT.

20. Has your Spouse ever been treated for or had known indications of:
(Answer each item "Yes" or "No")

	Yes	No		Yes	No		Yes	No
(a) heart condition	☐	☐	(c) nervous disorders	☐	☐	(e) cancer	☐	☐
(b) high blood pressure	☐	☐	(d) diabetes	☐	☐	(f) tumors	☐	☐

21. Does your Spouse have any known physical impairments, deformities, or ill health not covered by item 20 above? ☐ Yes ☐ No

22. Has your Spouse ever been denied coverage under the N.E.A. Life Insurance Plan? ☐ Yes ☐ No

23. Spouse's Date of Birth? ..... (Month / Day / Year)

24. What are the complete details of all "Yes" answers to Questions 15, 16, 17, 19, 20, 21, 22 and a "No" answer to Question 18?

NAME OF PERSON	QUESTION NO.	CONDITION, DETAILS AND NUMBER OF ATTACKS (IF OPERATED, SO STATE)	DURATION OF DISABILITY	COMPLETE RECOVERY MONTH	COMPLETE RECOVERY YEAR	NAME AND ADDRESS OF PHYSICIANS AND HOSPITALS

I declare above statements and answers are complete and true and understand they are the basis for providing life insurance under a policy (or policies) issued by The Prudential Insurance Company of America and owned by the N.E.A. Insurance Trust, in which I will participate upon becoming so insured. I agree to Prudential's right to ask me or my eligible dependents to be examined at its expense by a physician assigned by it. All concerned are authorized to give Prudential any information requested regarding my or my eligible dependents' past medical attendance, advice or hospitalization.

Semi-Annual Contribution For: Member's Coverage $..... Children's Coverage $..... Spouse's Coverage $.....

Total $..... ÷ 2 = $..... Initial Contribution

Enclose check payable to "N.E.A. Insurance Trust" for this amount.

ORD 30867 ED 7-64 Date Signed....., 19..... Signature of Member.....

N.E.A. INSURANCE TRUST AGREEMENT provides among other things: purpose is to establish and maintain Fund providing insurance through insurance carrier policy(ies) for Association members enrolling as participants; administration is by Trustees appointed by Association who determine participation eligibility conditions and control insurance plan's administration and Fund's use; participants make payments to Trust as required to provide insurance and administer Trust; Trustees are not liable for action pursuant to Trust in good faith taken or omitted, or any act taken or omitted by any agent, employee or attorney of Trustee. Any payment by a member not accepted for participation will be returned without further obligation. Insurance is, as to effective date and every other respect, subject to terms of policy(ies) providing such insurance.

1 Dec. FOR TRUSTEES' USE ONLY Iden. No. Eff. Date

Seven-Man Team Probes Policies In New Mexico

Schools in Rio Arriba Come Under Scrutiny

A seven-man, NEA-New Mexico Education Association team conducted an investigation into school personnel policies in Rio Arriba County, New Mexico, last month. The investigators were members of a special committee named by the NEA Professional Rights and Responsibilities Commission and by NMEA.

Complaints that politics and personal grudges have severely influenced the hiring and transfer practices of the Rio Arriba County Board of Education were among those that led the NMEA PR&R Commission and several teachers and other local citizens to request the investigation in May.

The special committee announced this week that it would probably release an investigation report including recommendations.

NEA Travel Offers Caribbean Christmas Cruise on Carmania

The latest addition to NEA's worldwide tour program is a 12-day Caribbean cruise scheduled during Christmas vacation. The *Carmania* will sail from Port Everglades, Florida, December 23 at 4 P.M. and returns January 3 at 8 A.M. Stops will be made at San Juan, St. Thomas, Curacao, Kingston, and Port-au-Prince.

The 12-day holiday on the Cunard Lines ship will include meals on shipboard and the in-port use of the ship's accommodations as the hotel. Prices range from $305 minimum to $700 for the deluxe class of service. A deposit of $75 is necessary to hold space.

Reservations and additional information are available from the Division of Educational Travel at NEA Center.

Preliminary information on the Travel Division's 1965 program is also available. Trips planned include those to Europe, Soviet Union, Africa, Mediterranean-Holy Lands, and around the world, as well as the United States. Academic credit is often available.

A FIRST IN THE STATE OF MASSACHUSETTS: The first professional procedures statement between a teachers association and a school board in Massachusetts was signed July 10 in Quincy. Signing the statement above is **Charles Djerf,** vice-chairman of the Quincy School Committee (board). Looking on (left to right) are Quincy School Superintendent **Robert E. Pruitt;** President of the 600-member Quincy Teachers Association **Leo McKillop;** and QTA PR&R Committee Chairman **Lawrence P. Creedon.**

The NEA Office of Professional Development and Welfare reports the first professional negotiation agreement in the state of Delaware was signed this year between the Claymont Education Association and the Claymont Board of Education. The Claymont agreement calls for resolution of any disagreements that may arise between the board and the association. Under the agreement, either party has the right to call in consultants in an effort to reach an understanding. Failing this, the parties may ask the Delaware State Board of Education to resolve the controversy.

Substantial progress is being made in spreading the adoption of written agreements into more and more states. For example, other firsts reported to NEA offices are: Idaho Falls, Idaho; Riverview Gardens, Missouri; Albuquerque, New Mexico; and Fargo, North Dakota.

Official Actions Regarding Unsatisfactory Educational Conditions

Below is a current listing of the names of school districts or systems where a state education association or the NEA has notified members of the profession and the public that unsatisfactory educational conditions exist.

Association	District or System
• National Education Association	Overseas Dependents Schools
• National Education Association	Utah public schools

When an association officially reports that conditions have become satisfactory in any of the above districts or systems, the NEA REPORTER will announce the action.

Situation in Iowa Town No Longer 'Unsatisfactory'

State Association Says Pleasantville Improved

A new school superintendent and 19 new teachers have been employed in Pleasantville, Iowa, and the Iowa State Education Association no longer considers that community one where unsatisfactory conditions exist.

Kenneth P. Wells, ISEA executive secretary, said that the Pleasantville board of education has given assurances to the new superintendent that it will in no way interfere with his administration of the schools.

The ISEA informed the profession early in 1964 that unsatisfactory conditions existed in Pleasantville because of interference with the teachers academic freedom. The ISEA Delegate Assembly in February voted to grant interest-free loans for one year for graduate work to Pleasantville staff members who resigned.

Second Workshop on Creativity Scheduled Before '65 Convention

As a result of requests after the creativity workshop held near Seattle this summer, the NEA Department of Elementary-Kindergarten-Nursery Education is planning to hold a similar conference in Washington, D.C., immediately preceding the NEA Convention in New York City in June 1965.

Although creativity will be a part of the conference, the stress will be on the resources of the city of Washington and the experiences teachers may take home with them that will be beneficial in the classroom.

More than 60 people from 30 states attended the three-day, pre-Convention workshop at Whidbey Island this summer. Represented among them were college and university staff members, assistant superintendents, principals, elementary and secondary classroom teachers.

Margaret Woods, Rodney Tillman, Alice Keliher, Gertrude Lewis, Ann Pirtle, Florence Schenk, and Maryan Troxel were guides to workshop activities. In a measure every person who attended was a contributor, they said.

20th Anniversary of Association for Higher Education Will Be Observed at March 1965 Meeting in Chicago

The Association for Higher Education, an NEA department, will mark its 20th year in sponsoring the National Conference on Higher Education in the spring of 1965. Meeting in Washington September 4-6, AHE leaders formulated plans for the anniversary meeting, set for March 7-10, 1965, in Chicago. AHE provides this annual forum to consider both broad and specific issues of current importance in higher education.

Resolutions adopted at AHE's 1964 national conference focused on diverse educational concerns. Among the resolutions were those urging a broadening of federal and state student aid programs, including scholarships, job opportunities through work-study plans, and increased loans; appeals for extended use of facilities; joint state planning; and course offerings in world affairs.

Washington Planning Session September 4-6 Gets Program Under Way for Observation

Referring to federally supported educational programs now in existence, the meeting went on record asking that these present programs "be broadened sufficiently to include programs of study representative of all the major areas of human knowledge." (A report of the Commission on the Humanities was released this summer recommending a Presidential foundation for the humanities similar to the National Science Foundation.)

College admissions officers were asked to "seek and utilize more fully information other than test scores which may indicate that the prospective student possesses those qualities characteristic of—or desirable in—the people who are most likely to make substantial contributions to our society."

Another AHE resolution stated "that a study of world affairs should be a basic ingredient in liberal education." This was a modified version of the position taken by the AHE National General Education Committee that "programs of *all* students enrolled in institutions of higher education include the study of non-Western societies."

Math Film Booked Solid

The National Council of Teachers of Mathematics reports that the color film, "Mathematics for Tomorrow," is booked solid to December by PTA and other school groups. Produced last spring in cooperation with the Mathematical Association of America, the 29-minute film is designed to acquaint parents, teachers, and the general public with the new methods of mathematics teaching being used today to help prepare children for tomorrow.

Exceptional Children Council Plans Eastern States Session On Special Education Topics

Learning disorders, identification and diagnosis, teacher preparation, and emotionally disturbed are among the areas scheduled for discussion during four general sessions and 52 section meetings of the December 2-5 Eastern Regional Convention of the Council for Exceptional Children, an NEA department, in Washington, D.C.

More than 2,000 special educators from 21 eastern states, the District of Columbia, and 2 Canadian provinces are expected to attend the meeting at the Shoreham Hotel. Convention theme will be "Communication=Action," according to Jean R. Hebeler, University of Maryland, program chairman.

1964-65 NEA Theme—"Education for World Responsibility"

CURRENT

What's Going On in TV, Radio, Press, and National Magazines

Television

(All times are Eastern Daylight)

Mr. Novak—Tuesdays, NBC-TV, 7:30 P.M., *September 22:* "Moonlighting," an outside job causes Mr. Novak embarrassment and inefficiency in school. *September 29:* "With a Hammer in His Hand, Lord, Lord!" industrial arts teacher is attacked by three of his students. *October 6:* "Visions of Sugar Plums," unpredictable new teacher takes his class on a field trip—unannounced.

Discovery '64—Sundays, ABC-TV, 11:30 A.M., *September 27:* "The Other Side of the Screen," how television works. *October 4:* "Flying Through the Air," theory and practice of flight. *October 11:* "Explorers Before Columbus."

The Presidency: A Splendid Misery—Wednesday, September 23, CBS-TV, 7:30 P.M., Frederic March narrates documentary about the office and the men who have held it.

Sunrise Semester: *"Russian Literature in Translation."* CBS-TV Network transmission Sundays, 9:30 A.M.; Tuesdays and Thursdays, 1 P.M., beginning September 27. *"Mathematics in Western Culture,"* CBS-TV Network transmission Mondays, Wednesdays, and Fridays, 1 P.M., beginning September 28.

Magazines

The Atlantic Monthly—*October.* A new series on outstanding American high schools, introduced by Eugene Youngert, former superintendent of Oak Park and River Forest High Schools, Illinois, and now on the Conant research team, starts with "The Schools in Newton," by Superintendent Charles E. Brown.

Better Homes & Gardens—*October.* "How To Get the Best Teachers for Your Schools."

Look—*October 6.* "Can Mr. Novak Keep the Teachers Happy?" describes some of the pitfalls encountered in producing a TV teacher.

Woman's Day—*October.* "What Makes a Good High School Curriculum?" by William Van Til.

Redbook—*October.* "Can American Teachers Teach?" Robert Bendiner's report on and summary of reactions to James B. Conant's controversial views on teacher education.

Harper's—*October.* Andrew Schiller forecasts "The Coming Revolution in Teaching English."

Ladies' Home Journal—*October.* "A Bizarre Alphabet Teaches Johnny To Read," a favorable report on the Initial Teaching Alphabet (ITA), by George Reimer.

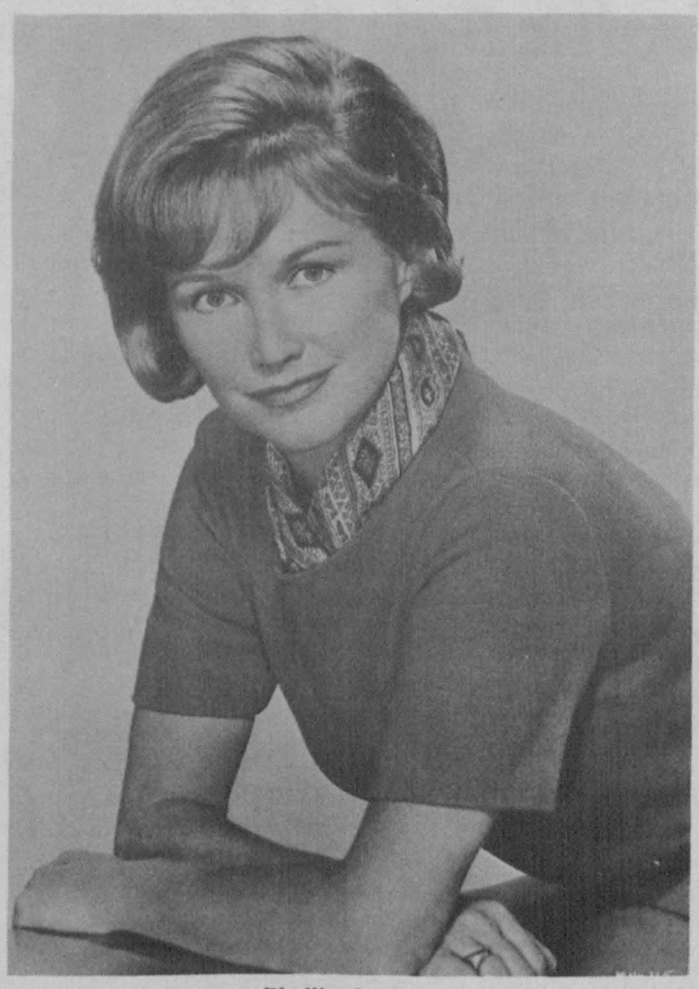
Good Housekeeping—*October.* "The ABC's About a New Alphabet," one-page feature on ITA.

Parents' Magazine—*October.* "Children Can Learn from Politics" and articles on driver education, New York City's Mobilization for Youth program, and announcement of the magazine's tenth annual Youth Group Achievement Awards.

The Reader's Digest—*October.* "The Quest for Better Teachers: A Progress Report on the Conant Plan," by Albert Q. Maisel, and "Why Driver Education Is a Must."

Ingenue—*October.* "It Pays To Teach," a strong endorsement for entering the profession.

New Vice-Principal Joins Mr. Novak Show



Phyllis Avery
New Member of the "Mr. Novak" Team

Star Phyllis Avery To Play 'Miss Wilkinson' This Year

Jefferson High School has the faculty for stirring up public interest in schools—perhaps even more so now that the new vice-principal has signed on for the 1964-65 *Mr. Novak* season. She is Phyllis Avery, stage, screen, and TV actress, who will play the continuing role of girls' vice-principal "Miss Wilkinson" when the series resumes over NBC-TV on September 22. She replaces Jeanne Bal, who played "Miss Pagano" in the season just past.

Although Miss Avery will not appear in the opening show (which sees Teacher Novak forced to take a moonlighting job in a parking lot to meet his father's hospital expenses), her vice-principal role in future segments will be comprehensive, with emphasis on problems involving coeds.

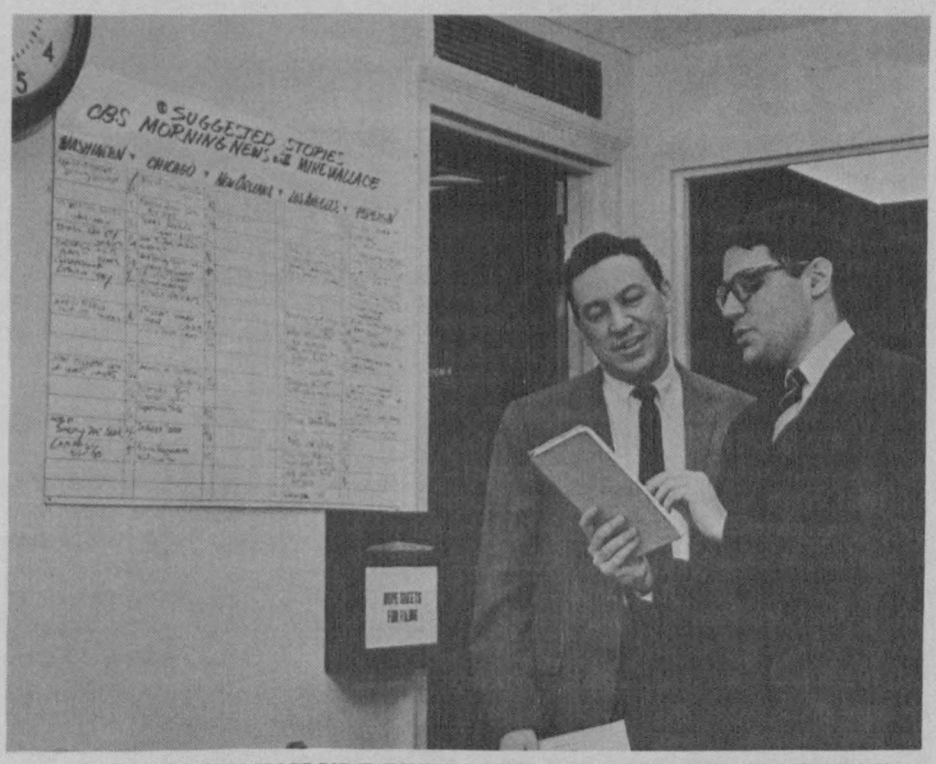
Miss Avery's previous television work included the series *Meet Mr. McNulty,* in which she starred opposite Ray Milland; as George Gobel's wife, "Alice"; and on *Playhouse 90.* She starred in the film, *Queen for a Day,* and in such Broadway productions as *Winged Victory* and *Little Darling.*

Mr. Novak is aired Tuesday nights at 7:30, E.D.T.

In a visit to the NEA Editorial Information Center in New York City last week, Miss Avery told Manager Frederick Jacobi that she was "surprised and thrilled" to be tapped by the show's producers.

"There aren't many good parts for women in TV," she said, "and all my friends are congratulating me. They're happy because *Mr. Novak* is one of the few shows people in the acting business watch."

CBS Morning News with Mike Wallace, Award Winner, Plans To Continue 'Hard News' Coverage of Education



THE PLANS OFTEN INCLUDE EDUCATION: News Commentator **Mike Wallace** (left) of "CBS Morning News" discusses the program's content with its producer, **Av Westin.** The program, which frequently reports educational happenings, won a National School Bell Award this year.

News Show Carried Several NEA-Related Items in Past Year

The television program, "CBS Morning News with Mike Wallace," which won a National School Bell Award at the Seattle NEA Convention for distinguished continuous coverage of education, celebrates its first anniversary this month with plans to continue its "hard news" approach to reporting education.

Among the past year's samples of the program's coverage of education were these:

- A filmed report on educational television tied in with the Department of Classroom Teachers Time To Teach Project.
- An interview with James E. Russell, secretary, Educational Policies Commission, on release of the EPC report on public education beyond the high school.

AASA Coverage

- Two stories keyed to the American Association of School Administrators convention in Atlantic City—one on high school dropouts, the other on the use of electronic computers for educational guidance.
- A visit set up through NEA to Prince Edward County, Va., schools, and an airing of the teacher-school board controversy in Pleasantville, Iowa.
- An interview with Superintendent Martin Essex of Akron, Ohio, upon his return from an inspection tour of Soviet schools.
- An interview with NEA President Lois V. Edinger which was released on the network on the opening day of the NEA Convention.

Mr. Wallace also gave daily reports from the NEA Convention during its sessions in Seattle.

20,000 Back-To-School Stories Requested

More than 20,000 copies of eight special back-to-school features prepared by the NEA Division of Press, Radio, and Television Relations were requested in a two-week period last month for use in the nation's press.

The stories—now running as a series in many newspapers—include these topics: advice to parents about children's smoking, the longer school year, extremist attacks on schools, teen-agers' current affluence, testing procedures in adult education, preschool programs for deprived three- and four-year-olds, advice to high school students on preparing for future jobs, and tips for parents of slow-learning children.

NEA Commission on Safety Education To Advise Chrysler

An Advisory Committee of 18 members has been set up by NEA's National Commission on Safety Education to guide the Chrysler Corporation in a new driver education program for the high schools and colleges. The committee will meet October 1 in Detroit. Chairman is Byron Hansford, Colorado commissioner of education.

Chrysler has announced that, beginning with the 1965 model year, it will provide driver education cars free of cost to high schools with qualified programs and to colleges offering teacher preparation courses in driver education. Chrysler will also eliminate costs that were formerly borne by car dealers.

Intensive Youth Crusade for Traffic Safety Is Suggested At National Student Traffic Safety Conference in Denver

An intensive youth crusade for traffic safety was suggested during the final session of the National Student Traffic Safety Conference at the August 23-26 meeting at the University of Denver. Carl R. Miller, coordinator of youth activities for the Firestone Tire and Rubber Co., told 184 delegates from 23 states at the annual awards banquet that the student safety program should be one of ever growing proportions, a crusade with young people leading.

Mr. Miller pointed out that each of the delegates represented safety leadership sorely needed on the school front, at the community level, and in the family circle to communicate and act on ways to reduce the highway toll.

The convention speaker also referred to a recent forecast which stated that 40 percent of the nation's population will be under 20 years of age by the end of next year.

Nearly 3,900 secondary schools with about 4 million members in all 50 states participate in the student safety program, which is sponsored by the National Commission on Safety Education, NEA, with grants from the automotive industry.

During the conference, 64 plaques were awarded to schools with records of outstanding accomplishment in six areas of safety education—organized leadership, program objective, projects and activities, school and community participation, evaluation, and future goals. Certificates were also given to 95 schools for outstanding safety education activities.

Elected president of the National Student Safety Association during the conference was George W. Chestnut, Jr., a senior in the Warren G. Harding High School, Warren, Ohio.

LEADERSHIP FOR TOMORROW'S TEACHERS: The Student NEA will be host in Washington, D.C., this fall to a meeting of the National Conference of Professional Student Organizations, a recently formed group of six national professional student organizations. During the Student NEA Executive Committee meeting in August at the NEA Center, the president of the Student NEA, **Henry L. Tebbe** (center), Louisiana State University in New Orleans, discusses the upcoming event with other new Student NEA officers: **Nancy J. Tanner,** Graceland College, Lamoni, Iowa, secretary; and **Clark D. Webb,** Brigham Young University, Provo, Utah, vice-president. The Executive Committee reviewed the programs for the year ahead for the 103,000-member Student NEA. Di Dio photo, Nat'l. Ed. Assn.

NAMES IN THE NEWS

George E. Arnstein is taking a two-month leave of absence from his post as associate director of the NEA Project on the Educational Implications of Automation. At the request of Labor Secretary W. Willard Wirtz, Dr. Arnstein will serve as the new program liaison officer of the Neighborhood Youth Corps. The Corps is operated by the U.S. Department of Labor as part of the War Against Poverty (Office of Economic Opportunity). . . . Elected President of the Urban Executive Secretaries Association, to take office January 1, 1965, is **Eric M. Hohn,** St. Louis (Mo.) Suburban Teachers Association. . . . Recently elected vice-president and president-elect of the National Council of Urban Education Associations is **Ronald E. Carlson,** immediate past president of the Denver Classroom Teachers Association. . . . Three urban field service representatives added to the NEA Urban Project are **John M. Belcher** of Baltimore, who will work out of NEA Center; **Robert C. Black, Jr.,** of Minneapolis, who will work out of that city serving the urban associations in a four-state north central region; and **Arnold W. Erickson,** who will work out of Cleveland and will serve the urban associations of western Pennsylvania, Ohio, West Virginia, and Kentucky. Additional field representatives are to be added to the urban project under the program authorized by special action of the NEA Executive Committee in Seattle this summer. . . . **John Carlson,** who has been a staff member of the NEA Urban Services Project, is now the Project's assistant director. . . . **Virginia Kinnaird** retired this summer as associate executive secretary of the Commission on Professional Rights and Responsibilities after 17 years of service with the Commission. Prior to coming to the Commission, Miss Kinnaird, a native of Indiana and a high school social studies teacher, had long been active in state and national organizations. Succeeding Miss Kinnaird on the PR&R staff is **Oscar E. Thompson,** formerly professor of education at State College of Iowa at Cedar Falls. . . . **Robert M. McClure** has succeeded **Richard I. Miller** as associate director, NEA Center for the Study of Instruction. He came to the NEA from the University of California at Los Angeles, where he served as assistant director of the Program on the Education of Teachers and as a staff member of the University Elementary School. Dr. Miller this fall joined the faculty of the University of Kentucky College of Education. . . . **Warren Seyfert,** who was headmaster at the Milwaukee Country Day School, Milwaukee, Wisconsin, for ten years, has joined the staff of the National Association of Secondary-School Principals as associate director of the newly created Curriculum Service Center. . . . **Robert D. Strom,** formerly assistant director of NEA's School Dropouts Project, is now assistant professor of education and psychology at Ohio State University. . . . **Albert Eiss** from the State Department of Public Instruction, Harrisburg, Pa., is assistant executive secretary for National Science Teachers Association, taking the place of **Marjorie Gardner,** who is now teaching at the University of Maryland. . . . **Richard A. Dershimer** on October 1 will become the first full-time executive officer of the American Educational Research Association. He will succeed **J. Raymond Gerberich,** who has served as part-time executive officer and resigned to return to full-time academic work. Dr. Dershimer has been with the State Department of Public Instruction, Harrisburg, Pa., as director of special research projects and special assistant to the superintendent. . . . **James W. Respess,** on leave as legislative analyst for the NEA Division of Federal Relations, is running for U.S. Senator from Virginia. . . . Joining the staff of the National Council of Teachers of Mathematics as assistant executive secretary for professional services is **Charles R. Hucka,** formerly chairman of the mathematics department of Sheldon High School, Eugene, Oregon. . . . Princeton University has conferred an honorary Doctor of Letters degree upon **Ellsworth Tompkins,** executive secretary of the National Association of Secondary-School Principals. . . . **Clark Brown,** field supervisor of student teachers, Western Washington State College, Bellingham, is the new elementary consultant for the NEA Department of Elementary-Kindergarten-Nursery Education. In this position for the past eight months was **Florence E. Beardsley,** who has retired as state director of elementary education in Oregon. After a seven-week visit to Europe, Dr. Beardsley will return to Oregon. . . . **Haze J. Bergeron** has resigned as executive secretary of the Alaska Education Association to become executive secretary for the California Teachers Association, Northern Section. . . . Among the committee posts appointed by **NEA President Lois Edinger** are new chairmen for several of the joint committees, including **Marian Wagstaff,** Los Angeles, NEA and American Legion; **Mrs. Byrd Sawyer,** Sparks, Nevada, NEA and American Library Association; **Carroll F. Johnson,** White Plains, New York, NEA and Magazine Publishers Association; **Mildred Barber,** Concordia, Kansas, NEA and National Congress of Parents and Teachers. . . . During its meeting this June the NEA Executive Committee changed the appointment of **Adron Doran,** Kentucky, from a two-year term on the Legislative Commission to a single four-year term, expiring in 1967, and also appointed **L. H. Griffin,** Texas, to the Commission for a four-year term. In another action the Committee appointed **John Haefner** and reappointed **Wendell Pierce** of Ohio to a second term on the National Council for Accreditation of Teacher Education. . . . Elected president of the Association for Higher Education is **E. K. Fretwell, Jr.,** who is dean of academic development, City University of New York. AHE vice-president is **C. R. Carpenter,** visiting professor of psychology, University of North Carolina at Chapel Hill. Mr. Fretwell succeeds **H. T. Morse,** dean of the General College, University of Minnesota, and Mr. Carpenter succeeds **William H. Conley,** president of Sacred Heart University. . . . **Truman S. Smith** of Minneapolis, Minnesota, was recently chosen president-elect of the American Driver and Traffic Safety Education Association. He takes office June 1965. . . . **J. Richard Smith,** assistant superintendent, adult education branch, Los Angeles City Schools, has been chosen the new president-elect of the National Association for Public School Adult Education. . . . Chosen this summer as vice-president and president-elect of the American Association of School Librarians is **Eleanor E. Ahlers,** supervisor, Library Services, Washington Department of Public Instruction, Olympia. . . . **Eva G. Pinkston,** who was executive secretary emeritus of the NEA Department of Elementary School Principals and a former teacher and principal in Texas, died August 17 at her home in Washington. . . . Former NEA Director from Ohio, **Helen Bradley,** died this summer. Miss Bradley had also served on NEA committees and was a former teacher and principal in Cincinnati. . . . **Burton Kreitlow,** professor of agriculture and education at the University of Wisconsin, Madison, has been chosen president-elect of the NEA Department of Rural Education. **William J. Emerson,** superintendent of Oakland Schools, an intermediate district, Pontiac, Michigan, has been chosen president-elect for the Division of County and Intermediate Unit Superintendents. They become president of their units in October 1965. . . . Elected recently to newly created posts with the National Council of Administrative Women in education are **Vera W. Hopping,** director of elementary education, Indianapolis, as recording secretary and **Mathilda Gilles,** principal, Richmond School, Salem, Oregon, as historian. . . . **Margaret Knispel** and **Warren Hill** have been elected chairman and vice-chairman of the National Commission on Teacher Education and Professional Standards. Mrs. Knispel is a teacher of English and department head, Beaverton (Oregon) High School. Dr. Hill is president, Trenton (New Jersey) State College.

Mr. Novak's New Season: More Depth, Controversy (See Page 3)

NEA REPORTER

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Professional Associations in Nation's Largest Cities Score Extensive Gains

GIFTS FOR A SECOND-YEAR TEACHER: Just before the new season of the *Mr. Novak* series got under way, **James Franciscus,** who plays the series lead, visited NEA Center, met headquarters staff members, and received a school bell and a bound copy of the September *NEA Journal*. The bell was made in **NEA President Lois V. Edinger's** home state, North Carolina. The September *Journal* contains a four-page color feature on the award-winning TV series. (See story on Franciscus' visit to NEA Center, page 3.) Purcell photo, Nat'l Ed. Assn.

NEA Research Division Sampling

Nationwide Poll Reveals Half Million Teachers Watch Mr. Novak Weekly; Overwhelming Majority Praise Show

One-half million teachers watch the *Mr. Novak* television series each week, and an overwhelming majority of them strongly endorse the show. These findings were revealed by an NEA Research Division nationwide poll of a scientifically selected sample of American teachers. The poll, taken last spring, brought usable replies from 96 percent of the 1,574 (1 in every 1,000) public school teachers queried.

Mr. Novak, which is carried over the NBC Television Network, is not only good entertainment, but it also has a beneficial effect on public attitudes toward teachers, the responses revealed.

1.5 Million Teacher-Family Audience

The NEA Research Division sampling indicates that the average weekly audience numbered approximately one-half million public school teachers, or 35 percent of all teachers employed. Counting the husband or wife and children of teachers, the teacher-family audience averaged 1.5 million per week.

Asked whether they enjoyed most of the *Mr. Novak* shows they had seen, 85 percent said Yes, 8 percent said No, and the remainder were undecided. Eliminating the undecided, the ratio of Yes to No answers is 11½ to 1.

More than half (57 percent) of the teachers who had seen the program reported that it had had a *good* effect on their own morale and self-esteem. Only 2 percent thought it had had a *bad* effect. Forty-one percent said "No effect" either way—most of these teachers just enjoyed the show.

Good Effect on Public Attitude

Fifty-eight percent of the teachers who had seen the program thought it had had a *good* effect on the public's attitude toward teachers; only 3 percent thought it had had a *bad* effect. Eleven percent thought it had had no effect either way, and 28 percent were uncertain.

Six teachers in 10 in secondary schools had heard students comment on the series. Of this group, 61 percent thought the show was having a *good*

(See TEACHERS ENDORSE MR. NOVAK, page 3)

Miami, Denver, Philadelphia Teachers Achieve Goals in Fringe Benefits, Grievance Plans, Policies Statements

Professional education associations in three of the nation's largest cities —Miami, Denver, and Philadelphia—are scoring heavy gains for teachers this fall. In Miami, the Dade County Classroom Teachers' Association has won approval of a professional policies statement aimed at providing "a definite procedure, known to all, for the study and solution of common problems relating to instructional personnel." In Denver, the Denver Classroom Teachers Association, which has won salary gains totaling more than $1,000 in the past two years, negotiated for and got a package of fringe benefits for active and retired teachers. And in Philadelphia, the Philadelphia Teachers Association has achieved a grievance procedure and is pressing hard for state legislation that will require the Philadelphia school board to negotiate with a teacher organization chosen by ballot.

Miami Achievements

The Dade County professional policies procedure, adopted by the board of public instruction this summer, sets up a professional policies committee which "should be a vigorously independent committee in posture, applying free and fearless objective judgment, when submitting its recommendations in terms of what is best for education in Dade County."

The committee is made up of two persons named by the board of public instruction, one person named by the superintendent of schools, two named by the Dade County School Administrators' Association, one named by the Dade County Assistant Principals' Association, and seven named by the Dade County Classroom Teachers' Association.

The professional policies procedure provides for the resolution of disagreements by the presentation of varying points of view to the entire county board of instruction, where "every effort will be made to reach a consensus."

The report on the procedure also authorizes the establishment of four permanent committees "for the purpose of studying proposals and problems . . . and making recommendations to the Professional Policies Committee." The committees will cover fringe benefits, salaries, professional growth and improvement, and personnel policies. The latter committee will also "study and propose a formal grievance procedure" for Dade County staff.

The Dade County Classroom Teachers' Association has also expanded its

(See CITY TEACHERS, page 8, column 3)

Impacted Areas, NDEA Expansion Okayed by House

Republican efforts to trim back the Administration's bill to extend and expand NDEA and impacted areas school aid were defeated in the House of Representatives on October 1 by a vote of 236 to 107. The bill, which earlier had been cleared by a Senate-House conference committee, then sailed through final House passage 320 to 20. It was expected to win quick Senate approval.

The major vote came on a motion by Rep. Charles E. Goodell (R-N.Y.) to return the bill to conference. The Republicans wanted to eliminate federal assistance to school districts for purchase of materials to be used in teaching history, geography, civics, and English and to cut teacher training institutes in the same subjects.

In the vote to send the bill back to conference, 86 Republicans and 21 Democrats voted for the motion and 174 Democrats and 62 Republicans voted against it.

Republicans in the Senate had signed the conference report. House Education and Labor Committee Chair-

(See IMPACTED AREAS, NDEA, page 8, column 2)

Inside This Issue

200 from 47 states attend NEA salary school. **See page 2**

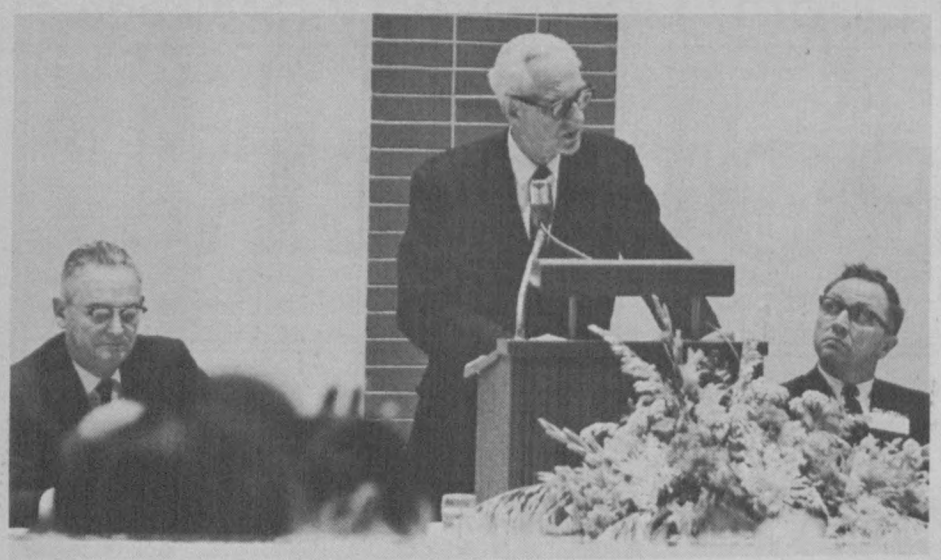
Dropouts may total 1 million this year. **See page 2**

Mr. Novak advisers tell of their experiences. **See page 4**

Producer and critic debate role of *Mr. Novak*. **See page 6**

Secondary-School Principals Association cosponsors NATO education conference. **See page 7**

National Training Laboratories expand program. **See page 8**



EDUCATION PAYS DIVIDENDS: Keynote speaker for the salary school was **Willard S. Elsbree,** professor emeritus of educational administration, Teachers College, Columbia University. Dr. Elsbree told the participants that teachers must work to win the support of taxpayers and to convince them of the significance of education. At the table with Dr. Elsbree are **T. M. Stinnett** (left), NEA assistant executive secretary for professional development and welfare, and **Erwin L. Coons,** NEA salary consultant.

HERE'S HOW YOU DO IT: NEA salary school participants at one session watched a role-playing situation demonstrating negotiations between a local association salary committee and a local board of education. The demonstration showed the step-by-step interplay as the association committee members presented a salary proposal. After the demonstration, Dorothy J. Mial, of the NEA National Training Laboratories staff, gave the salary school participants suggestions on winning ways to present salary ideas.

Di Dio photos, Nat'l Ed. Assn.

47 States Send Delegates to Salary School At NEA Center To Learn Skills of Negotiation

More than 200 representatives of local and state education associations from all parts of the nation attended salary school at NEA Center last month. The men and women—from every state but three—arrived on September 23 and departed September 26. The sessions they took part in made up the Sixth National School for Teacher Salary Scheduling, sponsored by the NEA Salary Consultant Service.

Keynote speaker for the school was Willard S. Elsbree, professor emeritus of educational administration, Teachers College, Columbia University. "Public school teachers are the indispensable group to whom we must look to provide the foundation for the skills essential in the developing technological scene," Dr. Elsbree told the representatives. "The task ahead rests on our persuasiveness in bringing this fact to the attention of the public and the governmental agencies which exercise the power over taxation.

Must Win Support

"We must persuade school boards, state legislatures, and Congress of the relation between the work of teachers and the future welfare of the country," he went on. "We must also win the support of individual taxpayers at the local level. The success we achieve in convincing parents and lay citizens generally of the significance of our work will determine how official bodies react to our appeals."

Other speakers at the school included three NEA salary consultants: William G. Robinson, Erwin L. Coons, and Jack H. Kleinmann. Mr. Robinson told the representatives that "now, more than ever, Americans can *afford* to bring teachers' salaries toward more professional levels. The *total* cost of public and private education in the United States is about $35 billion . . . the same amount that consumers will *save* this year . . . since the cost of elementary and secondary education is about $22 billion a year, the rise in gross national product this year *alone* will produce more than this amount."

Index Scheduling Urged

Mr. Coons urged those attending the school to work for index scheduling of salaries for teachers. "The across-the-board method, which raises each step the same amount, is an unfair penalty against career teachers," he said. He also stressed the importance of salary scales with relatively few steps. "We should be thinking in terms of B.A. scales of *ten or fewer* steps," he said, "for prior to this time a professional teacher should be expected to qualify for higher preparation levels."

Dr. Kleinmann reported to the school on the trends in teachers' salaries, then focused on the problem of merit pay. "We should not lose sight of the fact, as Dr. Hazel Davis [NEA Research Division associate director] has pointed out, that 'much of the current pressure for merit schedules would not have arisen if school systems had been able to establish adequate salary levels and to provide comprehensive personnel programs for the careful recruitment, orientation, supervision, and evaluation of all teachers.'

"Our greatest hope for the improvement of education in America," Dr. Kleinmann said, "still lies in the direction of *positive* evaluation and in the cooperative raising of standards for admission into the profession and standards for retention in the profession once having entered. Added to this must be the maintenance of adequate conditions of work for quality education.

Merit Pay Indefensible

"The proposition that creative teaching can be nurtured through the payment of financial incentives is so tenuous, and so fraught with intense emotion on either side, that it can never in my estimation be defended convincingly," he said.

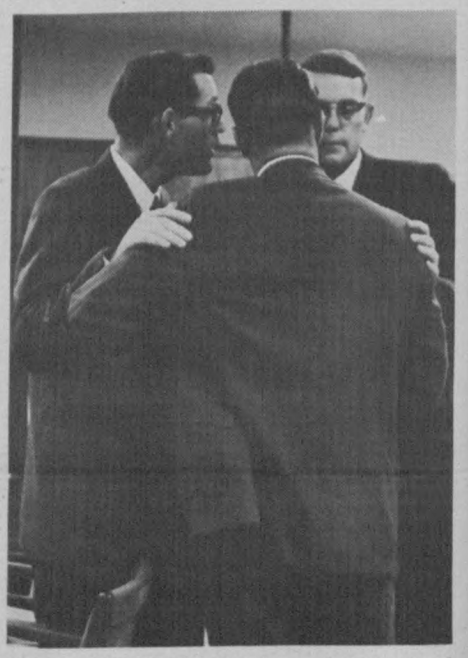
William E. Stiles, Jr., assistant executive secretary, NEA Department of Classroom Teachers, told the school that members of local association salary committees should never underestimate the importance of the work they are doing. "Do not accept anyone's denial of that importance," he said. "No matter how much your association does to improve instruction and increase the competency of its members, someone may try to say that 'all you teachers talk about is salary.' The inference you are supposed to draw is that, somehow, it is wrong to soil your hands with such matters. A wry smile or a knowing shrug of the shoulders may carry implications that a professional teacher would not concern himself with salary. Refuse to accept this sort of thing," he said.

Professional negotiation was the topic of a speech by Allan M. West, NEA assistant executive secretary for field operations and urban services. He told those attending the school of three ways to make professional negotiation work:

"1. By driving forward to secure more agreements with boards of education. Nothing will dissipate the fears of professional negotiation and promote confidence in it as much as a little successful experience with it.

"2. By helping our local associations see that professional negotiation can be effective only if it is backed up with a strong program of local action developed by wide membership participation and support, and by helping our local associations develop such programs.

"3. By recognizing that professional negotiation depends for its success upon strong state and national legislative programs to obtain some of the authority and wherewithal to negotiate about, and by mobilizing local and state support to make these programs effective."



TIME TO TALK: The salary school participants had opportunities not only to observe demonstrations and receive tips on negotiating; in addition, they had time for informal consultation and person-to-person exchange of ideas.

1 Million Youths May Quit School, Schreiber Warns

A million youths will quit high school during the current academic year unless something drastic occurs to improve the school holding power, Daniel Schreiber, director of NEA's Project on the School Dropout, predicted in a recent radio program, *What's the Issue?* (Mutual Broadcasting System). The program is produced by the Chamber of Commerce of the United States.

Of those leaving, Dr. Schreiber said, about 250,000 will be unable to find jobs. One reason for the high dropout rate, he said, is that one-fourth of the school systems do not provide free textbooks at the secondary level.

"The employer has a choice and obviously he will hire the student who not only has completed more years of education but has shown the ability to finish the job," he said.

Looking to the future, he said that "for the worker of 1970 or 1975, chances are that industry will demand at least two years of college, graduation from a junior college, or graduation from vocational technical school."

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Marshall O. Donley, Jr.

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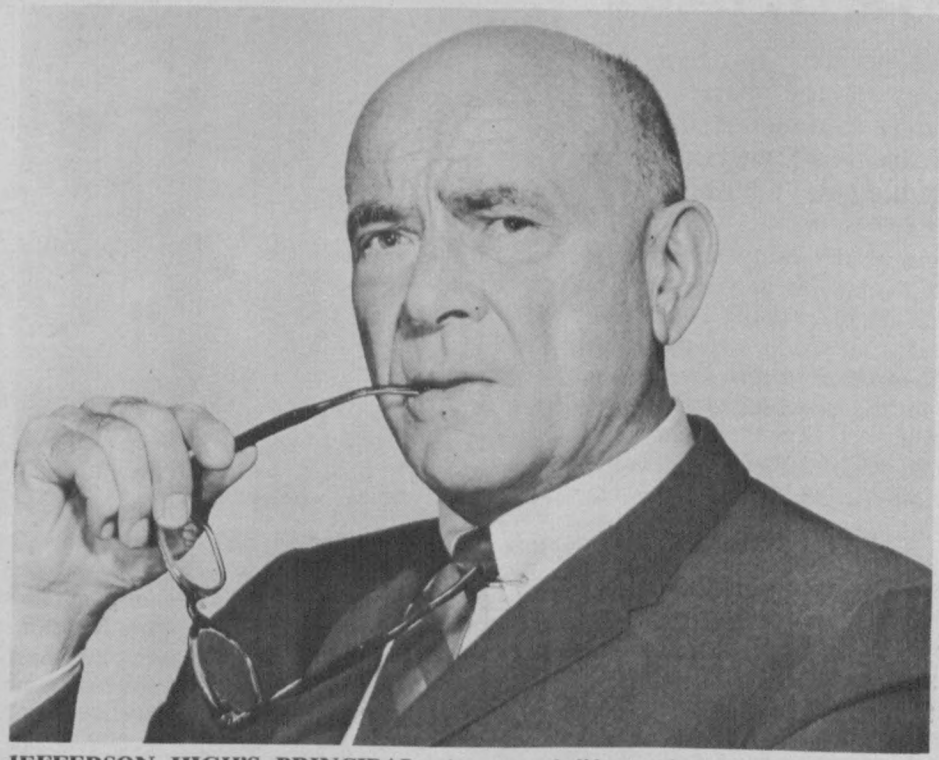
Mr. Novak, in New Season, Hits Harder At Crucial Issues That Confront Schools



JEFFERSON HIGH'S PRINCIPAL: An ex-real life teacher, **Dean Jagger** confesses that "the longer I play the role of Principal Vane at Jefferson High School, the more I have the urge to teach again in an actual classroom."

James Franciscus ('Mr. Novak'), At NEA Center, Says Show Tells Realistic Story of Mature People

One special school bell rang recently for James Franciscus, star of the *Mr. Novak* series on NBC-TV. The bell was a gift from Lois V. Edinger, NEA president, presented when Franciscus visited NEA Center September 9 and talked with some 700 staff members. The bell symbolized the respect teachers hold for the *Mr. Novak* show, with which NEA cooperates as an adviser on educational matters.

Miss Edinger, in making the presentation, told the star: "There is nothing more symbolic of the school than the school bell, perhaps, and as a personal memento from me, I want to give you this. It is a school bell, and it was cast in bronze in Charlotte, North Carolina, my own Tarheel State."

After he tried out the bell to the audience's delight, Franciscus spoke seriously of the TV series, his part in it, and his conviction that it is doing a great service in furthering understanding of the value and stature of education.

No 'Miss Brooks'

"We attempted last year," Franciscus said, "something that has never been done before—to present the teacher and the people involved in the teaching profession realistically as mature people who perform a wonderful service in our society. Heretofore, as you may have been aware, most of the things that were said about teachers were done in a comic vein with tongue in cheek (à la the *Miss Brooks* show).

"We started out with a number of fears because you don't go into any new area full of confidence. . . . You go in and you're a bit afraid and not quite sure how it's going to turn out. . . . I think happily it turned out very well . . . certainly from my point of view, because I have never in my life enjoyed playing a part and a character in a show that talks about a group of people as much as I have enjoyed the *Mr. Novak* series."

Franciscus recognized that the program has critics, because "you can't please everyone" when you take a stand, but "we understand that the majority is fairly happy with what we are trying to do.

"I enjoy my part mainly because, as an individual, I think that there is no one in the social hierarchy more important than you people, whether you be teachers, typists, or whatever you do as long as it is concerned with education . . . because without education I don't think we would have any of the other professions."

Additional Gift

There was no doubt that the listeners at NEA Center fully agreed with Franciscus who, in addition to the school bell, received a bound copy of the September *NEA Journal,* which contains a four-page story on the series.

Mrs. Franciscus (Kitty), daughter of motion-picture director William Wellman, received a corsage from Margaret Stevenson, executive secretary of NEA's Department of Classroom Teachers. Lyle Ashby, NEA deputy executive secretary, was master of ceremonies.

In an interview earlier in the day with Bernie Harrison, TV critic for the Washington, D.C., *Evening Star,* Mrs. Franciscus spoke of herself, her husband, and their two daughters. "The big problem," she said, "is keeping Jim's TV life separate from his private one. We keep turning down papers and magazines that want to do a story on our homelife."

Critic Harrison sized up the Franciscus visit to NEA, and a companion one to Immaculate Conception Academy's freshman class on the same day, as signifying "the program's acceptance to the majority in the teaching profession."

Tuesday Night Show To Cover Attack on Teacher, Dropouts, Delinquency, Early Marriage

Mr. Novak, which began its second TV season September 22, will be hitting harder than ever this year at issues confronting teachers, students, and parents. The series is telecast Tuesdays over NBC at 7:30 P.M. Eastern time. In its premiere season, the drama of Jefferson High School drew 30 million viewers and many awards for its believable presentations on school dropouts, parental inattention to children, and other subjects.

In this second year, *Mr. Novak* moves into new fields, ranging from election campaigning, to an attack by two students upon a teacher, to a girl's effort to commit suicide because of parental pressure to earn a scholarship.

James Franciscus, as Teacher Novak, and Dean Jagger, as Principal Vane at Jefferson High, continue as co-stars.

In a statement to the NEA REPORTER, executive producer E. Jack Neuman said that Mr. Novak in his sophomore year in teaching "will be without some of the naiveté he possessed in the first year, progressing as would any second-year teacher with 10 months of experience behind him."

Leonard Freeman, on-the-set producer for the series, is confident that he and the cast are "making the best dramatic hour on television" in a season "dominated as never before by situation comedy, the cartoon, and so-called action adventure."

Meaningful Drama To Continue

"*Mr. Novak* will continue as meaningful drama," Freeman promises. "Using Jefferson High, its enlightened administrators, its dedicated faculty, and 2,600 vital young people, the series will continue to deal with the contemporary scene in honest uncompromising themes."

Dean Jagger, once a real teacher, feels this way about his role: "The longer I play the role of Principal Vane at Jefferson High, the more I have the urge to teach again in an actual classroom."

In an early episode this season, "The Crowd Pleaser," Principal Vane runs for the office of state superintendent of schools. He wages a hard campaign, battles with the state board of education, loses the election, and goes back to his job at Jefferson High.

Phyllis Avery, stage, screen, and TV actress, is a newcomer as "Miss Wilkinson," vice-principal for girls. She takes over from Jeanne Bal, who played the role as "Miss Pagano" last year.

NEA President To Appear

NEA's own star, President Lois V. Edinger, will appear briefly in one segment, "Born of Kings and Angels."

In "The People Doll," two seniors decide that marriage is more important than a high school diploma. In "Born of Kings and Angels," an adopted student seeks to find his real parents. In "Little Girl Lost," Novak helps a near-delinquent girl discover her talent for acting and realize the importance of self-discipline. In "Love Among the Grown-Ups," a girl deprived of parental love writes poison-pen letters to Mr. Novak and other teachers.

"Johnny, Ride the Pony" tells the story of the Vikings, an off-campus club with which John Novak inadvertently becomes involved as a temporary sponsor. The club members not only engage in discriminatory practices but behave as juvenile delinquents. Principal Vane disbands the club.

Other segments include the tale of two musically gifted boys who don't care much for grammar and general education; the story of the accidental death of the school's football quarterback during scrimmage practice; and the difficulties of an intelligent Negro student, a star baseball player who neglects his studies and is about to be barred from an important game.

NBC has contracted for 32 *Novak* segments so far, and four more may be added. Sixteen national advertisers will sponsor the show, spending a total of about $10 million to put the series on the air for one year.

Teachers Endorse Mr. Novak . . .

(Continued from page 1)

effect on the attitudes of students toward teachers. Only 4 percent thought it was having a *bad* effect. The remaining 35 percent thought there had been no effect or were uncertain about it.

Asked whether the *Mr. Novak* programs they had seen portrayed reasonable treatments of school problems, 79 percent of the teachers said *most* or *all* of the programs had. Only 9 percent said the programs *seldom* or *never* portrayed reasonable treatments. The remaining 12 percent were undecided or had no opinion on the issue.

Glen Robinson, assistant director of the Research Division, summarized the overall results of the survey: "The evidence is overwhelming that teachers who have viewed the *Mr. Novak* show endorse this new NBC venture in dramatizing the life and work of today's classroom teacher."

The teacher-opinion polling methods used by the Research Division have been exceptionally effective in gathering the views of America's teachers. Since the methods were developed five years ago, usable returns from the samples have averaged above 95 percent. Results of continuing teacher-opinion polls appear in each issue of the *NEA Journal.*

What Is It Like To Serve on the Panels That Give Advice on Mr. Novak Series? Two Teachers Tell of Their Experiences

Since the initiation of the *Mr. Novak* TV series, the script for each program has been reviewed by a rotating NEA advisory panel comprising people right out of the classroom—high school principals and teachers for the most part. Their function is to examine each script in rough draft and to bring to the producer's attention any constructive criticism pertaining to education methods, the teaching profession, or to the roles of school principals, administrative personnel, teachers, and students.

Panels work year-round. For example, since May 6 of this year, the NEA Los Angeles Information Center has held 17 panel meetings involving 39 teachers from 13 schools in Southern California. Last year 36 scripts were reviewed by 91 panel members from 54 schools.

Panelists' Special Report

Robert J. King, head of the English department, and Sandra Knutson, 11th grade English teacher, Millikan High School, Long Beach, California, have served on several of these NEA advisory panels. In this special story for the NEA REPORTER, they report their reactions.

Sandra Knutson says:

"The most important function of the advisory panels which review the scripts of the *Mr. Novak* program is, I believe, to guard the authenticity of the program, if you will—that is, to try to ensure that the picture presented of public education and the teaching profession is an honest one, and to ensure further that Mr. Novak behaves as a real teacher would, and, in addition, as an effective teacher would. Therefore, our first consideration at a panel meeting is with the subject matter of the script under study, and with the way this subject is treated in the script.

"In this general area, we are concerned that the central problem of the script is a problem that not only could occur within a school system, but that commonly does occur in many school systems. Thus we saw in the program entitled 'One Monday Afternoon' that, back of a rare but real situation lay the commonly recurring theme of the extent of an athletic coach's responsibility toward his players, as well as the oft-raised question of the place of extracurricular activities, especially intramural sports, in the total educational program. The subject of this script was, we agreed, appropriate to the purposes of the *Mr. Novak* series.

"We are concerned, too, that the role which the school, Jefferson High, and its personnel assume in working toward the solution of the problem is the role which a real school in a real community could be expected to assume. As every professional educator realizes, the activities of the school do not begin and end in the classroom, and, in striving to perfect the effectiveness of its educational functions, Jefferson High is often called upon to work hand in hand with other community agencies.

"We on the advisory panels are, more specifically, concerned that Mr. Novak's participation in the conflict would be reasonably justified as being within the scope of his duties as a classroom teacher. Mr. Novak, as an alert teacher, becomes aware in 'Let's Dig a Little Grammar' that a consuming passion for jazz music on the part of one of his students may interfere with that student's completion of work for his high school diploma. Novak's concern for this student reaches beyond the classroom, and we see him in contacts with the student's other teachers, with his family, and even with a group of professional musicians —all of these contacts being within his province as a dedicated educator.

"The question is often raised to those of us who participate on the panels, 'How much influence do your comments have on the final program which appears on the television screen?' In many instances, we have noted, suggestions from the panel have been adopted verbatim. On occasions, the tenor of a scene, or even of an entire script, has been altered along the lines suggested by the panel.

"The idea back of the *Mr. Novak* series is, I feel, important. In recent years the mass entertainment media have conditioned the public to expect a realistic view of the activities of the professionals working in the areas of medicine, psychology, and law; and so popular knowledge concerning the functions of those fields has become sophisticated. Education and the teaching profession, in which the public has so

MR. NOVAK PANEL AT WORK: This *Look Mag* of Long Beach, California, teachers discussing a *Mr. No* head, English department, Millikan High School; **Edwa** ford Junior High School; **Mrs. Joan Hanson,** vice-princi English teacher, Millikan High School; **Sally C. Swayze, mann,** English teacher, Millikan High School; **Henry S.** ture, Television, and Radio Information Center.

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40 less than 45	15,000	15,000	100
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50 less than 55	10,000	10,000	50
55 less than 60	7,500	7,500	50
60 less than 65	6,000	6,000	None
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MR. NOVAK PANEL AT WORK: This *Look Magazine* photo (October 6 issue) shows an NEA panel of Long Beach, California, teachers discussing a *Mr. Novak* script. Left to right, they are **Robert J. King,** head, English department, Millikan High School; **Edward Eveland,** vice-principal and English teacher, Stanford Junior High School; **Mrs. Joan Hanson,** vice-principal, Lindbergh Junior High School; **Mrs. Glada Thrall,** English teacher, Millikan High School; **Sally C. Swayze,** teacher, Lakewood High School; **Forrest B. Zimmermann,** English teacher, Millikan High School; **Henry S. Noerdlinger,** manager, NEA Los Angeles Motion Picture, Television, and Radio Information Center.

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60 less than 70	750	750

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50 less than 60	2,500	50
60 less than 70	1,500	—

*After being totally disabled for over 9 months, a maximum of 48 payments—and not beyond age 62.

PLAN B/ HIGHER AMOUNTS OF INSURANCE PLUS A VALUABLE ACCIDENTAL DEATH BENEFIT.

Age of Member at Time of Claim	Life Insurance	Additional Accidental Death Benefit	Monthly Disability Income Benefit
Less than 50	$10,000	$10,000	Same as Plan A
50 less than 60	5,000	5,000	Same as Plan A
60 less than 70	3,000	3,000	— — —

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5. RESIDENCE? ..... (No. Street City)

6. Your Beneficiary? - Full Name, Example: Mary ... (First Name Middle Initial Las...)

7. RESIDENCE OF BENEFICIARY? ..... (No. Street)

8. Are you a member of the National Educati...

9. Are you a member of a state educational ...
☐ Yes—Name of state ass'n. .....
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10. Are you now engaged in educational activi... income from an educational institution or a ... tional association or a public educational ...

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	Yes	No	
(a) heart condition	☐	☐	(c) nervous disord...
(b) high blood pressure	☐	☐	(d) diabetes .....

16. Do you have any known physical impairme... not covered by item 15 above?

17. Have you within the past 5 years consulted ... or other practitioner (disregard routine ex...

18. Are you now actively employed and physi... duties of your occupation?

19. Have you ever been denied N.E.A. Life I...

24. What are the complete details of all "Yes" an...

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K Dec.

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" 'Those who can, do; those who can't, teach.' Visual proof of the fallacy of this ridiculous generalization is available to the 30 million Americans who watch the *Mr. Novak* program on the NBC network on Tuesday evenings.

"As a member of the NEA panels which review and suggest changes in the scripts before the filming of each segment of the program, I find myself blessed with the rare opportunity of helping to refute some outmoded conceptions and to clarify some hazy impressions of our educational system in general and the teaching of English in particular. Under the direction of Henry S. Noerdlinger, NEA consultant for motion pictures, television, and radio in Los Angeles, our sessions are concerned with suggestions which will help to bring to the public an honest and realistic portrayal of the educational experiences of students, teachers, and administrators.

Questions During Script Sessions

"Is Mr. Novak a figure of compassion and understanding, yet firm and resolute when necessary? In his relationships with his students, with parents, and with other staff members, do his actions and statements emphasize a departure from the stereotyped image of a prissy, authoritarian classroom despot of nineteenth century vintage? How effective are the teaching methods Mr. Novak employs in the classroom sequences? These and similar questions serve as a basis for discussion in the script sessions, which, on the average, are completed in two hours.

"To illustrate Mr. Novak's continuing professional growth and awareness of the total educational program, several scripts dealing with instructional areas other than English have been scheduled for telecasting this year. In 'One Monday Afternoon,' the athletic program and the problems of a football coach are given sympathetic and understanding treatment.

"Consequently, the make-up of the panels varies. Teachers of English, social studies, home economics, industrial arts, physical education, health education, and counselors and administrators have been consulted frequently. The net result has been a program which presents a broad perspective of the activities of all teachers, emphasizing the dedication with which they apply themselves to solving the problems of a complex educational world and enriching the lives of the students for whom they are responsible," Mr. King said in conclusion.

Larger Role Set For 'Miss Scott' During 1964-65

A FRIEND OF "MR. NOVAK": During the 1964-65 season of the *Mr. Novak* series, **Marian Collier,** who plays "Miss Scott," will have an expanded role.

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(Please print all answers)

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2. SEX? ☐ Male ☐ Female

3. DATE OF BIRTH? ..... (Month / Day / Year)

4. ARE YOU A U.S. CITIZEN? Yes ☐ No ☐

5. RESIDENCE? ..... (No. / Street / City / (Zone) / State)

6. Your Beneficiary? - Full Name, Example: Mary A. Doe, NOT Mrs. John J. Doe ..... (First Name / Middle Initial / Last Name / Relationship)

7. RESIDENCE OF BENEFICIARY? ..... (No. / Street / City / (Zone) / State)

8. Are you a member of the National Education Association of the U.S.A.? ☐ Yes ☐ No

9. Are you a member of a state educational ass'n. affiliated with N.E.A.?
☐ Yes—Name of state ass'n. .....
☐ No

10. Are you now engaged in educational activity with principal employment income from an educational institution or a national, state or local educational association or a public educational agency? ☐ Yes ☐ No

11. Personal Insurance—Indicate action desired:
(a) If you are *not* now covered under the N.E.A. Plan, Check coverage desired: ☐ Plan A ☐ Plan B ☐ Plan C
(b) If you are *already* covered under the N.E.A. Plan, enter your Plan Identification Number..... *and* check one of the following:
☐ I wish to transfer to Plan C
☐ I wish to transfer to Plan B
☐ No change desired in my personal insurance.

12. Dependents Life Insurance—Check one:
(a) ☐ I have no eligible dependents.
(b) ☐ I wish to cover my spouse and eligible children*.
(c) ☐ I wish to cover my spouse.
(d) ☐ I wish to cover my eligible children*.
(e) ☐ I am not enrolling my dependents.
*Unmarried children less than 21 years old.

13. Complete if 12 (b) or 12 (c) above is checked:
Name of Spouse: ..... (First Name / Middle Initial / Last Name)

14. Complete if 12 (b) or 12 (d) above is checked:
(a) Number of eligible dependent children: .....
(b) If any of the children in 14 (a) had a hospital confinement during the past 12 months, give child's name and details of confinement: .....

ITEMS 15 THROUGH 19 AND 24 BELOW TO BE COMPLETED BY MEMBER ENROLLING FOR PERSONAL INSURANCE UNDER PLAN A, PLAN B OR PLAN C; OTHERWISE OMIT.

15. Have you ever been treated for or had known indications of:
(Answer each item "Yes" or "No")

	Yes	No		Yes	No		Yes	No
(a) heart condition	☐	☐	(c) nervous disorders	☐	☐	(e) cancer	☐	☐
(b) high blood pressure	☐	☐	(d) diabetes	☐	☐	(f) tumors	☐	☐

16. Do you have any known physical impairments, deformities, or ill health not covered by item 15 above? ☐ Yes ☐ No

17. Have you within the past 5 years consulted or been attended by a doctor or other practitioner (disregard routine exams, in employment)? ☐ Yes ☐ No

18. Are you now actively employed and physically able to perform all the duties of your occupation? ☐ Yes ☐ No

19. Have you ever been denied N.E.A. Life Insurance? ☐ Yes ☐ No

ITEMS 20 THROUGH 24 TO BE COMPLETED ONLY IF *SPOUSE* IS BEING ENROLLED FOR DEPENDENTS LIFE INSURANCE; OTHERWISE OMIT.

20. Has your Spouse ever been treated for or had known indications of:
(Answer each item "Yes" or "No")

	Yes	No		Yes	No		Yes	No
(a) heart condition	☐	☐	(c) nervous disorders	☐	☐	(e) cancer	☐	☐
(b) high blood pressure	☐	☐	(d) diabetes	☐	☐	(f) tumors	☐	☐

21. Does your Spouse have any known physical impairments, deformities, or ill health not covered by item 20 above? ☐ Yes ☐ No

22. Has your Spouse ever been denied coverage under the N.E.A. Life Insurance Plan? ☐ Yes ☐ No

23. Spouse's Date of Birth? ..... (Month / Day / Year)

24. What are the complete details of all "Yes" answers to Questions 15, 16, 17, 19, 20, 21, 22 and a "No" answer to Question 18?

NAME OF PERSON	QUESTION NO.	CONDITION, DETAILS AND NUMBER OF ATTACKS (IF OPERATED, SO STATE)	DURATION OF DISABILITY	COMPLETE RECOVERY MONTH	COMPLETE RECOVERY YEAR	NAME AND ADDRESS OF PHYSICIANS AND HOSPITALS

I declare above statements and answers are complete and true and understand they are the basis for providing life insurance under a policy (or policies) issued by The Prudential Insurance Company of America and owned by the N.E.A. Insurance Trust, in which I will participate upon becoming so insured. I agree to Prudential's right to ask me or my eligible dependents to be examined at its expense by a physician assigned by it. All concerned are authorized to give Prudential any information requested regarding my or my eligible dependents' past medical attendance, advice or hospitalization.

Semi-Annual Contribution For:
Member's Coverage $.....
Children's Coverage $.....
Spouse's Coverage $.....
Total $..... ÷ 2 = $.....Initial Contribution

Enclose check payable to "N.E.A. Insurance Trust" for this amount.

ORD 30867 ED 7-64 Date Signed....., 19..... Signature of Member.....

N.E.A. INSURANCE TRUST AGREEMENT provides among other things: purpose is to establish and maintain Fund providing insurance through insurance carrier policy(ies) for Association members enrolling as participants; administration is by Trustees appointed by Association who determine participation eligibility conditions and control insurance plan's administration and Fund's use; participants make payments to Trust as required to provide insurance and administer Trust; Trustees are not liable for action pursuant to Trust in good faith taken or omitted, or any act taken or omitted by any agent, employee or attorney of Trustee. Any payment by a member not accepted for participation will be returned without further obligation. Insurance is, as to effective date and every other respect, subject to terms of policy(ies) providing such insurance.

K Dec. FOR TRUSTEES' USE ONLY Iden. No. Eff. Date

Mr. Novak's Producer Debates Series' Role In Helping To Advance Cause of Education; Critic Raps Program's 'Air of Unreality'

Do TV portraits of teachers, doctors, lawyers, and other professionals advance or impede the cause of such professions? *Television Quarterly,* journal of the National Academy of Television Arts and Sciences, began with its summer 1964 issue a series pitting professionals against TV producers to explore pros and cons of this question.

The first articles concern *Mr. Novak,* with Henry B. Maloney, language arts department head of Borroughs Junior High School in Detroit, as critic and E. Jack Neuman, executive producer of the series, maintaining that TV *can* help the professional cause.

Mr. Maloney centered his criticisms on what he called the "air of unreality" of the series. He says:

"Potentially 'dangerous' themes such as sex education and racial prejudice have a glossy, artificial look when they are dealt with on *Mr. Novak*. Thus, Mr. Novak, the character, is trapped for the present in a pattern. His miracles, his justifiable anger, his nobility, his presence of mind are only superficial manifestations because he functions in such a safe, antiseptic atmosphere in which challenges are unreal. . . . The program is a handsome advertisement for the teaching profession, but the kind of naive, noble oaf it is likely to attract at present may well be incapable of doing the job."

Criticism Softened

Mr. Maloney softens his criticisms, however, by conceding that at the present time John Novak is the only teacher in any television series "who comes near to having any sort of educational credentials. He at least has a friendly, efficient school in which to work and a high percentage of smart well-meaning kids to work with." And, he concludes: "If the scriptwriters can make him more of a man next semester, teachers might yet show pride in their image being projected on commercial television."

Producer Neuman replies that he knows he can't please everybody with *Mr. Novak* and "I don't even try."

"I do try to please the television audience," he adds. "I don't believe they have 12-year-old mentalities; I've never believed that. I never will. I think that everything on that screen should be truthful and honest and complete because the audience is sensitive, mature, adult and intelligent—and I think they deserve honesty and truth and completeness. The trick is to reflect an honest picture of our society within the structure of an hour-long commercial television program. And brother, that is some trick."

Impact Beyond Public Service

But the commercial television show, he maintains, has impact far beyond any kind of public service programing. "Television's ability to interpret and explain and differentiate is inexhaustible. It is also worthless unless you get the viewers to watch. Viewers may be interested, but they aren't going to tune in on an intelligent discussion of faculty participation in school administration. They will tune in to a program that dramatizes that same theme using familiar personalities.

"In telling Mr. Novak's story I don't know exactly what I'm going to prove. But I do hope that Mr. Novak will inspire some teachers to be better teachers; I hope he will provoke respect for teachers and education everywhere. . . .

TWO OF THE MEN BEHIND MR. NOVAK: E. Jack Neuman (left), who will continue as executive producer for the second season of *Mr. Novak,* talks with **Leonard Freeman,** who will handle production reins for the series. Creator of *Mr. Novak* with Boris Sagal, Neuman wrote and produced seven of the series' 30 original teleplays and produced 12 others. Freeman, whose film credits include production of 30 *Route 66* episodes and 13 episodes of *The Untouchables,* also has written more than 100 original teleplays.

I have a secret wish that Mr. Novak influences a lot of bright kids to become teachers. I hope his crack about being trusted with precious things like kids, but not being allowed to handle money, will ring a bell on the salary issue.

"I hope that because he hates bigotry and prejudice and apathy and indifference, others will recognize and hate the same things; I hope that his patriotism and good citizenship and morality will influence people to admire these qualities. I hope that Novak and Vane and all the rest of the faculty will remove forever the stereotyped image of school teachers—as well as the stereotyped image of the young people we call teen-agers. That's a lot of hope, but I'm the optimistic type.

"As I say, I don't know what will happen or what has happened because of *Mr. Novak*. I do know I have respect for education and educators. I know that they have a complex of problems and I know that the first step toward the solution of any problem is to confront it and give it a voice. I can't think of any better place for that sort of ethical shootout than on our television screens."

Magazine Says Teachers Happy With Mr. Novak

Do teachers sometimes take a drink, make love, lose their tempers?

"Mr. Novak" does.

And *Look Magazine,* checking through letters the TV series has received from educators around the country, wonders, "Can Mr. Novak Keep the Teachers Happy?"

That's the title question of a six-page photo story in the October 6 issue of the magazine.

Its central query is this: After years of bemoaning the way teachers were depicted by poor little "Mr. Peepers," and by aggressive "Miss Brooks," will teachers back up a dramatic show which portrays a teacher and education problems realistically?

And the magazine answers Yes.

There has been criticism from educators, the article points out, directed to the NBC-TV network which carries the series, to MGM which films it, and to NEA, which supports the program through a rotating advisory panel which reviews scripts for authenticity.

"While the marriage of 'Mr. Novak' and the educators has generally been happy," the article points out, "it has had its stormy days. At times, the panel's desire for a stimulating yet highly professional teacher conflicts with the show's need to be entertaining and dramatic. Since the series deals with education's most serious problems—teen-age sex, racial intolerance, narcotics, classroom cheating, dropouts—the panel, the network and the producer sometimes disagree."

Some teacher-viewers are shocked, though. A Texas educator, for example, wrote that "Novak's drinking whiskey in front of millions of youngsters is in extremely bad taste, is not a character-elevating activity and does not advance the interests of the teaching profession."

The article says, however, such critics are in the minority in the teaching profession and points out that *Mr. Novak* has received a dozen awards from professional groups in education.

"It is safe to assume," the magazine concludes, "that as long as his heart is in his work, the teachers of America will be happy with him."

183 Television Stations in Nation Carry Mr. Novak Series During New Season

With the addition of Baltimore and five other cities, the number of stations carrying *Mr. Novak* over the NBC Television Network during the 1964-65 season has grown to 183. *Mr. Novak* will be seen in all 30 major markets, which account for 50 percent of the national television audience, and in 99 of the top 100 markets.

Other newcomers to the *Mr. Novak* station roster include Schenectady and Syracuse, N.Y.; Harrisonburg, Va.,; Lexington, Ky.; and Corpus Christi, Tex. Five television markets which carried *Mr. Novak* on a delayed basis last year will be carrying it live (7:30-8:30 P.M., Tuesday, local time): Miami, Fla.; Providence, R. I.; Raleigh-Durham, N.C.; Yakima, Wash.; and Las Vegas, Nev.

The NBC television network originates telecast of *Mr. Novak* each Tuesday at 7:30 P.M. Eastern time. Most Eastern time zone stations carry the program at that time. Stations in the Central time zone air the program at 6:30 P.M. Most Mountain time zone stations carry the series on a delayed basis, on film, generally several days after original telecast. Pacific time zone stations telecast the series each Tuesday at 7:30, originated by the network on the West Coast.

Following is a list of stations in each state which will carry the program during 1964-65. Consult your local listings for telecast day and time.

Alabama: WMSL-TV, Decatur; WOWL-TV, Florence; WALA-TV, Mobile; WSFA-TV, Montgomery.

Alaska: KENI-TV, Anchorage; KFAR-TV, Fairbanks.

Arizona: KTAR-TV, Phoenix-Mesa; KVOA-TV, Tucson; KIVA, Yuma.

Arkansas: KARK-TV, Little Rock.

California: KERO-TV, Bakersfield; KVIQ, Eureka; KMJ-TV, Fresno; KNBC, Los Angeles; KCRA-TV; Sacramento; KSBW-TV, Salinas-Monterey; KOGO-TV, San Diego; KRON-TV, San Francisco; KSBY-TV, San Luis Obispo.

Colorado: KOAA-TV, Colorado Springs-Pueblo; KOA-TV, Denver; KREX-TV, Grand Junction; KREY-TV, Montrose.

Connecticut: WHNB-TV, Hartford-New Britain.

District of Columbia: WRC-TV, Washington, D.C.

Florida: WESH-TV, Daytona Beach-Orlando; WFGA-TV. Jacksonville; WCKT, Miami; WPTV, Palm Beach; WJHG-TV, Panama City; WALA-TV, Pensacola.

Georgia: WALB-TV, Albany; WSB-TV, Atlanta; WSAV-TV, Savannah.

Hawaii: KONA-TV, Honolulu; KALU-TV, Hilo; KALA-TV, Wailuku.

Idaho: KTVB, Boise; KIFI-TV, Idaho Falls.

Illinois: WCHU-TV, Champaign; WICD, Danville; WNBQ, Chicago; WEEK-TV, Peoria; WEEQ-TV, LaSalle; WGEM-TV, Quincy; WTVO, Rockford; WICS, Springfield-Decatur.

Indiana: WFIE-TV, Evansville; WKJG-TV, Fort Wayne; WFBM-TV, Indianapolis; WLBC-TV, Muncie; WNDU-TV, South Bend-Elkhart.

Iowa: WOC-TV, Davenport; WHO-TV, Des Moines; KQTV, Fort Dodge; KTIV, Sioux City; KWWL-TV, Waterloo-Cedar Rapids.

Kansas: KCKT-TV, Great Bend; KGLD-TV, Garden City; KOAM-TV, Pittsburg; KARD-TV, Wichita.

Kentucky: WLEX-TV, Lexington; WAVE-TV, Louisville; WPSD-TV, Paducah.

Louisiana: KALB-TV, Alexandria; WBRZ-TV, Baton Rouge; KPLC-TV, Lake Charles; KNOE-TV, Monroe; WDSU-TV, New Orleans; KTAL-TV, Shreveport.

Maine: WLBZ-TV, Bangor; WCSH-TV, Portland.

Maryland: WBAL-TV, Baltimore.

Massachusetts: WBZ-TV, Boston; WWLP, Springfield-Holyoke; WRLP, Greenfield.

Michigan: WTOM-TV, Cheboygan; WWJ-TV, Detroit; WOOD-TV, Grand Rapids; WILX-TV, Lansing-Onondago; WNEM-TV, Saginaw-Bay City; WPBN-TV, Traverse City.

Minnesota: KCMT, Alexandria; KROC-TV, Rochester; KSTP, St. Paul-Minneapolis.

(See TV STATIONS, page 8, column 1)

CURRENT

What's Going On in TV, Radio, Press, and National Magazines

Television

Mr. Novak—Tuesdays, NBC-TV 7:30 P.M., E.D.T. *October 13:* Preempted. *October 20:* "One Monday Afternoon," when Jefferson High's star quarterback is accidentally killed during practice scrimmage, Novak comes to defense of the coach, whose integrity is questioned.

Exploring—Saturdays, NBC-TV, 12 Noon, E.D.T., *October 17:* "Migration," season premiere with host Albert Hibbs, senior staff scientist at California Institute of Technology Jet Propulsion Laboratory. *October 24:* "Flight."

Discovery '64—Sundays, ABC-TV, 11:30 A.M., E.D.T. *October 18:* "Reaching for the Moon," inspection of astronaut training centers. *October 25:* "The Weird World of Witchcraft," impact of superstition on society.

World War 1—Tuesdays, CBS-TV, 8 P.M., E.D.T. *October 13:* "Atrocity 1914," German invasion and occupation of Belgium. *October 20:* "They Sank the Lusitania," account of U-boat warfare.

The Campaign and the Candidates—Tuesday, October 13, NBC-TV, 10 P.M., E.D.T. Analysis of California's role in the presidential campaigns.

Politics '64—Wednesdays ABC-TV, 10:30 P.M., E.D.T. *October 14:* Preview of British elections the following day. *October 21:* "10th Ward," politics at the basic level.

Election Eve in Britain—Wednesday, October 14, CBS-TV, 7:30 P.M., E.D.T. News extra describing British election campaign and its significance for United States.

The Press and the Candidates—Sunday, October 18, CBS-TV, 12:30 P.M., E.D.T. Examination of American press as it covers the campaign.

CBS Reports: Akron and the Next President—Wednesday, October 21, CBS-TV, 7:30 P.M., E.D.T. The hotly contested campaign in an Ohio city.

The Twentieth Century—Sundays, CBS-TV, 6 P.M., E.D.T. *October 25:* "Smear: The Game of Dirty Politics," pre-season special on use of smear techniques in American politics.

Magazines

Look—*October 22:* "A College Education for $40 a Year," story on Alice Lloyd College, Pippa Passes, Kentucky, a two-year mountain school whose 250 students are often first in their families to seek higher education.

Holiday—*November:* "Holiday Handbook: Schools for Your Special Interests," nationwide listing of specialty schools (art, cooking, fashion, design, etc.) giving costs, entrance requirements, and other pertinent information.

500 Delegates Join in Citizenship Sessions

AT CITIZENSHIP LUNCHEON: Many of the teachers who were delegates to the National Conference on Citizenship attended a luncheon sponsored by the NEA Committee on Citizenship September 17. Three of the speakers (shown here just prior to the luncheon) were **NEA President Lois V. Edinger, NEA Executive Secretary William G. Carr** (left), and **Marion Donaldson**, chairman of the Committee on Citizenship. The NEA President told the luncheon group that there is no pat formula for teaching citizenship, but that teachers can help prepare children for their roles as citizens by helping them develop their abilities to think critically and by giving every child the opportunity to develop fully.

Conferees Concentrate On Political Solutions To School Problems

About 500 delegates took part in a National Conference on Citizenship last month in Washington, D.C., built around the theme, "Every Citizen Holds Office." Teacher-representatives centered their discussion on ways in which critical problems in the area of education can be solved through political action.

Conference leaders told the teachers that it is essential that teacher acceptance of political responsibility be accelerated, both for the welfare of the schools and for the future of the nation.

The theme, "Every Citizen Holds Office," was taken from the title of a speech given by the late President John F. Kennedy before an American Association of School Administrators convention while he was a senator. A reprint of the speech was given to each delegate to the conference.

Secondary-School Principals Association Cosponsors NATO Education Conference

The National Association of Secondary-School Principals was one of three sponsors of a six-day international study conference on education held in Washington, D. C., last month. The Fifth Biennial Atlantic Conference on Education, which brought together about 60 educators from 15 NATO countries, was also sponsored by the Education Committee of the Atlantic Treaty Association and by the Atlantic Council of the United States. Dean Rusk, U.S. Secretary of State, told the educators on September 8 that an understanding of the world today and of the political doctrines which sway the minds of men and nations can only be gained through knowledge, not sentiment. "We are in a fast, turbulent world, and, as the storms blow, these sentiments will be caught up in swirling change, and will not be very enduring," the Secretary said.

Secretary Rusk was keynote speaker at the conference. Other speakers included U.S. Commissioner of Education Francis Keppel and NEA Executive Secretary William G. Carr.

Education and democracy are inseparable, Commissioner Keppel told the conferees. The nation's effort on behalf of education will show, "better than anything we can say, what democracy is really about," he said.

Dr. Carr told the conferees that he believes opportunity, quality, freedom, and diversity are the dominant characteristics of secondary education in the United States.

The delegates to the conference drafted a statement of principles pointing out that teachers interested in giving their students a clear grasp of the major ideologies or political doctrines of the world should take care to trace their historic origins and development, and to explain their significance "as objectively and dispassionately" as possible.

Ellsworth Tompkins, NASSP executive secretary, is chairman of the Atlantic Treaty Association Education Committee and served as one of the official hosts for the conference.

Teachers Near Detroit Choose Professional Association over Union

Two suburbs of Detroit made professional gains last month, according to reports from Michigan Education Association staff. In Cherry Hill, Michigan, the Cherry Hill Education Association was overwhelmingly chosen as representative of the town's teachers. The vote, on September 21, gave the CHEA 84 percent of the 159 votes cast.

The Michigan Federation of Teachers, placed on the ballot in the absence of an organized teachers union, got 16 votes. Ten teachers voted for a joint committee.

In Romulus, Michigan, the board of education adopted a professional negotiation agreement with the Romulus Education Association. That action was also taken on September 21.

The NEA Division of Press, Radio, and TV Relations announces that its Editorial Information Center in New York City has a new address: Room 203, 1270 6th Avenue, New York 10020.

Poverty Legislation Briefings Include Explanation of VISTA

More than 450 school superintendents and other educators were briefed on the Economic Opportunity Act of 1964 last month in Washington, D. C.

On September 17, more than 100 school superintendents attended a day-long session at NEA Center to hear a section-by-section breakdown of the new legislation, with special emphasis on the education-related parts. Glenn Ferguson, coordinator of Volunteers In Service To America (VISTA), told the educators that the domestic version of the Peace Corps is open for business. He reported that his office had already received requests for more than 1,500 volunteers to serve in every sort of poverty environment.

VISTA is authorized to put into the field 5,000 volunteers during its first year. The volunteers, Ferguson said, must meet one basic requirement: They must care about poor people—"enough to share their life and try to help them." (Applications for service and information on VISTA are available from VISTA, Office of Economic Opportunity, Washington, D. C. 20506.)

The September 17 sessions were sponsored by the American Association of School Administrators. On September 27, NEA's Rural Education Service Division held a similar day-long meeting, mainly for superintendents from rural areas and small towns. More than 350 educators attended.

Official Actions Regarding Unsatisfactory Educational Conditions

Below is a current listing of names of school districts or systems where a state education association or the NEA has notified members of the profession and the public that unsatisfactory educational conditions exist.

Association	District or System
• National Education Association	Overseas Dependents Schools
• National Education Association	Utah public schools

When an association officially reports that conditions have become satisfactory in any of the above districts or systems, the NEA REPORTER will announce the action.

The Alaska Education Association has announced it would like to fill as soon as possible the executive secretary position which is now open. All communications should be sent to the Executive Secretary Selection Committee, AEA, Seward Building, Juneau, Alaska.

The San Jose (California) Teachers Association has voted to establish the office of executive secretary and expects to fill the position not later than March 1, 1965. Applications may be sent to Mr. Wallace Baumer, chairman, San Jose Teachers Association, 1760 The Alameda, Suite 119, San Jose, California 95126.

NEA National Training Laboratories Schedule North Central Workshop As Part of Growing Special Program

A one-week staff workshop for six states of the North Central region has been scheduled by the National Training Laboratories of the NEA for November 15-20 at Minneapolis. This is one of the special programs conducted by NTL during the year for local, state, and regional professional associations.

Other current plans for NTL call for an expanding program of in-service training for teachers, administrators, and association leaders, according to Dorothy Mial, director for NTL programs in education. Training targets, she said, include more productive small groups (whether in classroom, staff conference, or committee session), better teamwork, better meetings, and increasing skill in collaboration.

Among the training sessions scheduled by NTL this summer are:

- Summer training laboratories for the second year, jointly sponsored by AASA, ASCD, DESP, and NASSP. The schedule includes a laboratory for school administrators and school or district teams at Bethel, Maine, July 25-August 6 and at Lake Arrowhead, California, July 18-30. The Lake Arrowhead session is conducted with the Western Training Laboratory and UCLA.
- Laboratories for student-faculty-administration teams from colleges and universities will be conducted for the sixth year at Bethel, Maine, June 13-25 and at Cedar City, Utah, July 25-August 6. The Utah session is conducted with the University of Utah and the Intermountain Laboratory, with nine other colleges and universities of the region cooperating.
- The 18th Annual Human Relations Laboratories scheduled for June 13-25, July 4-16, and July 25-August 6 at Bethel; July 25-August 6 at Utah; and July 18-22 at California. Over the years, hundreds of teachers and administrators have attended these sessions.
- The 6th Annual Laboratories for Community Leadership at Bethel July 4-16 and at Cedar City, Utah, July 25-August 6 will also attract leadership teams from professional education associations concerned over more effective relations.

IMPACTED AREAS, NDEA . . .

(Continued from page 1)

man Adam Clayton Powell (D-N.Y.) had predicted that the bill would pass in the House despite Republican objections.

Summary of Conference Report

Institutes for the advanced training of teachers, now limited to guidance counselors and teachers of modern languages, were broadened to include teachers of English, reading, history and geography; teachers of disadvantaged youth; librarians; and educational media specialists.

The NDEA provides loans for college and university students, fellowships to prepare for careers in college and university teaching, loans and grants to schools for teaching materials and the teacher training institutes.

Funds available for loans are increased from the present $135 million to $163 million during the fiscal year 1965, to $179 million in 1966, and to $190 million in 1967 and 1968.

The number of fellowships are increased from the present 1,500 a year to 3,000 in 1965, 6,000 in 1966, and 7,500 in 1967 and 1968.

Loans and matching grants to the states for the purchase of equipment are now limited to materials used in teaching science, mathematics, and modern foreign languages. The program is broadened to include materials for the teaching of English, reading, history, geography, and civics.

The conferees also agreed to extend for one year the impacted areas program, which provides federal funds to grade and high schools overcrowded by the children of federal employees and servicemen. The program was also amended to include the District of Columbia for the first time and provides for an evaluative study of the entire program.

House conferees were successful in holding extension of the program to one year or until June 30, 1966. The Senate had sought a two-year extension.

TV STATIONS . . .

(Continued from page 6, column 4)

Mississippi: WDAM-TV, Hattiesburg-Laurel.

Missouri: KOMU-TV, Columbia; WGEM-TV, Hannibal; KOAM-TV, Joplin; WDAF-TV, Kansas City; KSD-TV, St. Louis; KYTV, Springfield.

Montana: KULR-TV, Billings; KRTV, Great Falls.

Nebraska: KHAS-TV, Hastings-Kearney; KOMC-TV, McCook; KNOP-TV, North Platte; KMTV, Omaha.

Nevada: KORK-TV, Las Vegas-Henderson; KCRL-TV, Reno.

New Mexico: KOB-TV, Albuquerque; KSWS-TV, Roswell.

New York: WINR-TV, Binghamton; WGR-TV, Buffalo; WSYE-TV, Elmira; WNBC-TV, New York; WPTZ, Plattsburgh; WROC-TV, Rochester; WRGB-TV, Schenectady; WSYR-TV, Syracuse.

North Carolina: WSOC-TV, Charlotte; WTVD, Raleigh-Durham; WITN-TV, Washington-Greenville; WECT, Wilmington; WSJS-TV, Winston-Salem-Greensboro.

North Dakota: WDAY-TV, Fargo.

Ohio: WLW-TV, Cincinnati; KYW-TV, Cleveland; WLW-C, Columbus; WHEK-TV, Dayton; WIMA-TV, Lima; WFMJ-TV, Youngstown; WHIZ-TV, Zanesville.

Oklahoma: KXII-TV, Ardmore; WKY-TV, Oklahoma City; KVOO-TV, Tulsa.

Oregon: KCBY-TV, Coos Bay; KVAL-TV, Eugene; KMED-TV, Medford; KGW-TV, Portland; KPIC-TV, Roseburg.

Pennsylvania: WICU-TV; Erie; WJAC-TV, Johnstown; WGAL-TV, Lancaster-Harrisburg-York; WRCV-TV, Philadelphia; WIIC, Pittsburgh; WBRE-TV, Wilkes-Barre-Scranton.

Rhode Island: WJAR-TV, Providence.

South Carolina: WCIV-TV, Charleston; WIS-TV, Columbia; WFBC-TV, Greenville-Spartanburg.

South Dakota: KXAB-TV, Aberdeen; KDSJ-TV, Lead-Deadwood; KORN-TV, Mitchell; KRSD-TV, Rapid City; KSOO-TV, Sioux Falls.

Tennessee: WRCB-TV, Chattanooga; WCYB-TV, Johnson City; WATE-TV, Knoxville; WMCT, Memphis; WSM-TV, Nashville.

Texas: KRBC-TV, Abilene; KGNC-TV, Amarillo; KRIS-TV, Corpus Christi; KTSM-TV, El Paso; WBAP-TV, Fort Worth-Dallas; KPRC-TV, Houston; KCBD-TV, Lubbock; KMID-TV, Midland-Odessa; KACB-TV, San Angelo; WOAI-TV, San Antonio; KCEN-TV, Temple-Waco; KRGV-TV, Weslaco; KFDX-TV, Wichita Falls.

Utah: KUTV, Salt Lake City.

Vermont: WPTZ, Burlington.

Virginia: WCYB-TV, Bristol; WSVA-TV, Harrisonburg; WAVY-TV, Norfolk; WXEX-TV, Richmond-Petersburg; WSLS-TV, Roanoke.

Washington: KLEW-TV, Lewiston; KEPR-TV, Pasco; KING-TV, Seattle-Tacoma; KHQ-TV, Spokane; KIMA-TV, Yakima.

West Virginia: WHIS-TV, Bluefield; WBOY-TV, Clarksburg; WSAZ-TV, Huntington-Charleston; WTAP-TV, Parkersburg; WTRF-TV, Wheeling.

Wisconsin: WEAU-TV, Eau Claire; WFRV-TV, Green Bay; WMTV, Madison; WTMJ-TV, Milwaukee.

Wyoming: KTWU-TV, Casper.

NAMES IN THE NEWS

Frank C. Heinisch, member of NEA's Committee on Citizenship and executive secretary of the Omaha Education Association, died suddenly of a heart attack September 22. He became head of the Omaha association in 1941, making it one of the first urban groups to hire an executive secretary. . . . **G. Howard Goold,** executive secretary of the New York State Teachers Association, will become president of the National Association of Secretaries of State Teachers Associations at the organization's annual meeting this winter. Mr. Goold, who succeeds **E. Dale Kennedy,** executive secretary of the Michigan Education Association, has been NASSTA vice-president for the past two years. Elected to the vice-presidential post is **J. Marvin Dodson,** executive secretary of the Kentucky Education Association. . . . Recently appointed executive secretaries of urban teachers associations are **Walter W. Ross,** St. Louis, Missouri; **H. B. Gray,** Maricopa County, Arizona; **Tom Wood,** Montebello, California; **Clem J. Crowley,** Racine, Wisconsin; **Kenneth Eugene Preston,** Saginaw, Michigan; **William McMullin,** CTA Chapter of San Francisco; **Edgar Case,** Stockton, California; **Melvin L. Keller,** San Juan, California; **Ray McLoughlin,** Flint, Michigan; **John L. Hamelin,** Grand Rapids, Michigan; **Ela Brooks,** Chattanooga, Tennessee; and **Blair E. Ford,** Highline, Washington. Part-time executive secretary new with Dayton Classroom Teachers Association is **Elizabeth M. Lane**. . . . On January 1 **Cecil J. Hannan** will take office as executive secretary of the Washington Education Association succeeding **Joe A. Chandler.** Mr. Hannan has been the association's director of field service and legislative representative. . . . Beginning four-year single terms this summer on the NEA Legislative Commission were **Jim Cherry,** superintendent of schools, De Kalb County, Decatur, Georgia, and **Cecil J. Hannan** of the Washington Education Association. The appointments were made at the winter meeting of the NEA Executive Committee. . . . Now with the NEA Urban Project is **Stephen B. Reichert, Jr.,** whose office will be in Los Angeles. Dr. Reichert will provide field service to the urban education associations of Southern California, Arizona, New Mexico, and Nevada. . . . **Melvin E. Neely,** a member of the faculty of Kansas State College of Pittsburg, on July 1, 1965, will succeed **C. O. Wright,** who is retiring as executive secretary of the Kansas State Teachers Association. . . . **John L. Reichert, M.D.,** chairman of the Joint Committee on Health Problems in Education of the NEA and the American Medical Association, died of a heart attack September 19.

Big City Teachers Score Gains . . .

(Continued from page 1)

services to its 6,300 members, according to DCCTA's executive secretary, Pat L. Tornillo, Jr. As of September 17, he reports, all DCCTA members are covered by $50,000 in personal liability insurance. "This new service," he said, "provides a great measure of security against liability lawsuits."

DCCTA has also employed a full-time attorney on a full retainer basis. This attorney will provide protection of teachers' professional rights at administrative hearings and render legal guidance and service for DCCTA and for individual teachers, according to Tornillo.

DCCTA also won approval by the school board of a tax-sheltered annuity plan which will offer teachers an opportunity to join a supplementary retirement program under tax-favored features formerly not available to teachers, Tornillo said. In addition, DCCTA recently initiated a group banking plan for members.

Denver Achievements

Negotiators for the Denver Classroom Teachers Association announced last month that they have won approval of a large package of benefits for teachers. Included in the package are an increase in the amount of sick leave that teachers may accumulate; provision for compensation for in-service courses, workshops, and research projects; agreement that military leave is to be credited as Denver teacher service in determining those eligible for the 18th-year pay increment; reduction by one year in the number of steps required to reach the M.A. maximum salary step; and acknowledgment, in writing, that classroom teachers' salaries shall overlap those of administrators.

In addition, DCTA won approval for setting up four joint committees to make recommendations by February 1 in four areas: sabbatical leave, salary credit for college work that does not lead to a degree, methods of paying teachers for in-service work, and criteria for determining compensation for teachers paid by the month, day, or hour.

On top of these gains, retirement payments were increased five percent —from 50 percent to 55 percent of the annual salary base.

In the past two years, DCTA has won extensive salary gains for its members. In 1963, increases of $420 to $725 were achieved; and last year, working under its new professional negotiation procedures, DCTA won adoption of a 1964-65 salary schedule that gives teachers increases ranging from $200 to $715.

DCTA will "definitely go after additional salary gains next year," DCTA salary committee chairman William F. Bollacker said.

Philadelphia Achievements

The Philadelphia Teachers Association, representing some 5,200 instructional personnel, has announced that it will go to the Pennsylvania legislature in January with a bill that would force the Philadelphia school board to recognize a single negotiating organization for all teachers.

The new law would require school boards to hold an election in which teachers would choose the group they wanted to represent them in negotiations with the board. Present legal language in Pennsylvania does not seem to require such action.

Meanwhile, the Philadelphia Teachers Association is negotiating with the city school board on the details of a grievance procedure set up this fall. "We are negotiating now to guarantee that the grievance procedure is fair, square, and efficient," said Walter J. O'Brien, executive secretary of the association.

O'Brien also announced that the association has led a successful fight for tax-sheltered annuities for Philadelphia teachers. The plan was approved by the school board last month and went into effect October 1.

American Education Week—November 8-14

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Washington Internships in Education Begin; NEA, Other National Groups, Taking Part

LBJ SIGNS NDEA, IMPACTED AREAS EXPANSION: On October 16, in the presence of Congressional leaders and many NEA officials, President Johnson signed Public Law 88-665, which expands and extends NDEA and the impacted areas program. The President, shown here shaking hands with **NEA President Lois V. Edinger,** told those present that "today under your leadership, because of your courage and your counsel, there has been an awakening. We face the challenges and contests of the world with much greater certainty and sureness than we did six years ago. Our effort in education is succeeding and is moving forward." Others in the photo are **William G. Carr** (left), NEA executive secretary; **Rep. John H. Dent** (D.-Pa.) (between Dr. Carr and Dr. Edinger); **Sen. Wayne Morse** (D-Oreg.) (between Dr. Edinger and the President); and **Sen. Jennings Randolph** (D.-W. Va.) (right). Senator Morse is chairman of the Senate Education Subcommittee. The President gave pens used in the signing to those attending the ceremony. Di Dio photo, Nat'l. Ed. Assn.

Interns To Serve One Year in Nation's Capital

NEA is now taking part in a national education intern program, partly financed by the Fund for the Advancement of Education, designed to bring persons from all levels of education to Washington, D.C., for one year of training and service. Four interns are already serving at NEA Center: two with NEA departments, one with NEA's Center for the Study of Instruction, and one with the National Commission on Teacher Education and Professional Standards.

The Washington Internships in Education were planned in cooperation with the American Council on Education, George Washington University, and the U.S. Office of Education. At least one intern is now serving on the staff of each of these agencies. The program may eventually bring as many as 20 education interns to Washington each year.

Price Is Director

Directing the program is Roy Price, professor of social science and education, Maxwell School of Citizenship and Public Affairs, Syracuse University, and a past president of NEA's Association for Higher Education.

The Washington interns, in addition to their work with the agency to which they are assigned, will participate in a continuing seminar dealing with the development of educational policy and the role of the public and private education agencies and associations at the national level.

The program also is an attempt to acquaint young leaders in education with the resources of the nation's capital.

Intern Categories

Most of the interns are expected to fall into two categories: (1) predoctoral students whose program requires an internship experience for completion of a degree or postdoctoral students who have just completed degree work and want a year's experience at the national level before taking a permanent assignment, and (2) practicing educators for whom a term of service in Washington would be beneficial.

The four interns now serving at NEA Center are:

Dale Alam, doctoral student at the University of Florida, who is assigned to the Association for Supervision and Curriculum Development. His work with ASCD will be of two kinds—general service in which he will participate

(See WASHINGTON INTERNS, page 2)

Johnson Signs Law Expanding, Extending Defense Education Act, Impact Areas Aid

NEA Official Says New Laws Are Most Significant in Years

"With the extension and expansion of the National Defense Education Act and the extension of Public Laws 815 and 874, on October 1, the 88th Congress completed action on the most significant array of legislative proposals for the improvement of education of any Congress since World War II," James L. McCaskill, NEA assistant executive secretary for state and federal relations, said last week.

Dr. McCaskill said that "although major emphasis was given to higher education, the expansion under the National Defense Education Act Amendments and the 1963 Vocational Education Act will broaden elementary and secondary education and include subject matter fields not previously considered by Congress to be of major importance to the national welfare and security.

"Six *major* laws have been enacted dealing directly and specifically with education," Dr. McCaskill said. "In addition, many other programs enacted or improved and extended will

(See EDUCATION BILL, page 8, column 2)

President of NEA Calls Legislation Milestone in Support of Education

NEA President Lois V. Edinger said this month that new education legislation passed by the 88th Congress is "another milestone in the federal government's interest in and support of American education." The legislation of which she spoke, signed into law by President Johnson on October 16, significantly expands and extends the National Defense Education Act and the impacted areas program of aid to public schools where enrollments are swollen by children of federally connected personnel.

"The addition of federal aid for teacher training institutions and classroom equipment acquisition in such areas of elementary and secondary school instruction as reading, history, geography, and English is a tremendous improvement over the present NDEA law, which has been oriented solely toward science, mathematics, and modern foreign languages," Dr. Edinger said.

"The addition of the new subjects, as well as the broadening of the NDEA

(See NEA PRESIDENT, page 8, column 3)

Inside This Issue

Research Division forecasts another record year in education. **See page 2**

NEA Board of Directors, Executive Committee actions. **See page 3**

NEA, New York Association back Yonkers teacher. **See page 3**

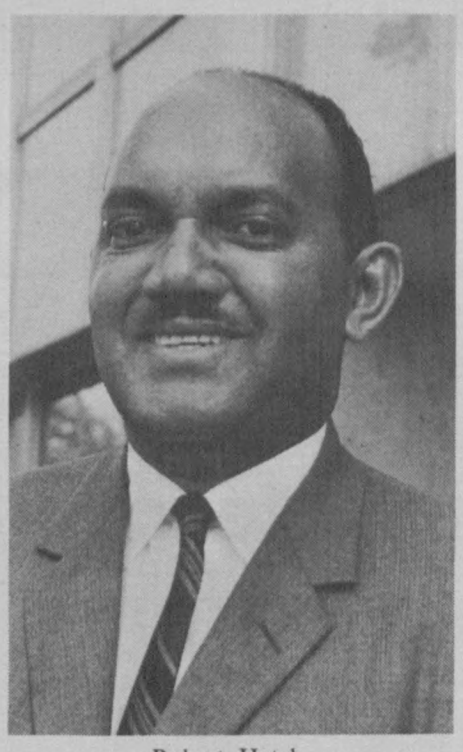
Industrial Arts Association receives grant for survey. **See page 5**

NEA fund aids teachers ousted after school integration. **See page 6**

Milwaukee teachers request fact finding in deadlock. **See page 8**

Dale Alam
Curriculum Development

John Hammond
Art Education



Robert Hatch
TEPS Commission

Robert Sinclair
Center for Instruction

Washington Interns . . .

(Continued from page 1)

in the overall program of the association, and specific responsibilities for such activities as planning parts of the annual conference, preparing promotional materials, corresponding with members, and representing ASCD at meetings in the Washington area.

John Hammond, art teacher, High Point High School, Prince Georges County, Maryland, who is assigned to the National Art Education Association. His duties will include editorial and production work with NAEA's journal, **Art Education,** and varied work with nearly all phases of NAEA's operation, including responsibilities in convention management.

Robert Hatch, executive secretary of the Alabama State Teachers Association, who is assigned to the National Commission on Teacher Education and Professional Standards. He will work with a number of TEPS activities, including the projects on continuing education, the assignment and misassignment of teachers, professional standards boards, and state responsibility for student teaching. He will also participate in planning the National TEPS Conference in June 1965 and will be involved in other meetings and conferences.

Robert Sinclair, team teacher, Montgomery County (Maryland) Public Schools, formerly assistant to the director of the McGuffey Laboratory School, Miami University, and faculty member of the Harvard-Lexington summer program in team teaching, who is assigned to the NEA Center for the Study of Instruction. He will assist the Center staff in its work with a number of school and educational associations on the application of recommendations made by the Center's predecessor, the NEA Project on Instruction. He will, in addition, be responsible for the compilation of materials related to this application. He will also aid the Center for the Study of Instruction staff in its exploration of other timely educational issues.

During the first year consultants from all over the nation will be used to help shape the intern program. Margery Thompson, of the NEA Center for the Study of Instruction staff, is the consultant in Washington.

Board to Set Policies

Policies for the program are to be determined by a national advisory board whose members are now being selected. It is expected that this board will be representative of the highest levels of public service, academic life, the lay public, and the major sponsoring agencies.

Additional and specific information about the program is available from: Director, Washington Internships in Education, 1166 19th Street, N.W., Washington, D.C. 20036.

1964-65 Another Record Year in U.S. Education

Estimates of NEA's Research Division Indicate Highs in Enrollment, Costs, Number of Staff

Record-breaking years in education are becoming monotonous, but this is what we have again in 1964-65, according to preliminary estimates released by the NEA Research Division this week.

The cumulative enrollment in public elementary and secondary schools by the end of this year will be 43.1 million, an increase of 3.3 percent over last year and 39 percent over 10 years ago. This is the twelfth consecutive year of annual increases of one million or more pupils.

Per-pupil costs of education are 1.3 to 1.5 times as high in secondary grades as in the elementary, and the secondary school population is growing 4.2 times as fast. During the past 10 years secondary school enrollments shot up 88 percent as compared with an elementary school increase of 21 percent.

Salary Increase

The average salary of classroom teachers in 1964-65 is estimated at $6,250. For the instructional staff—including principals, supervisors, counselors, and others—the average is $6,450, an increase of 4 percent over last year.

Although substantial progress has been made in salaries of classroom teachers in recent years, the Research Division points out that it is important to remember that the $6,250 per year goes to the average teacher, who is 41 years of age and has had between four and five years of college education and 13 to 14 years of teaching experience.

One of the most spectacular figures in last year's estimates was the percent of increase in the number graduated from public high schools. The number of graduates last year was 12 percent higher than the preceding year. This year the number will go up 11 percent, for a two-year increase of almost one-fourth. In the school year 1964-65, 2.1 million students are expected to receive their high school diplomas.

The instructional staff of public school systems is increasing not only in numbers, but in adequacy, the Research Division reports. This group will total 1,787,000 in 1964-65, an increase of 3.9 percent over last year. This year the schools will have 41.5 instructional staff members per 1,000 pupils as compared with 38.0 a decade ago.

The total cost of public elementary and secondary schools, including operating expenses, interest on debt, and capital outlay will reach $23 billion this year. Although the public schools are our most expensive domestic enterprise, the Research Division points out that this is the bill for nine months of care and education for 23 percent of all the people in the United States. On the basis of total enrollment and a six-hour day, the cost amounts to about 50¢ per pupil-hour.

THEIR CONCERN—PROBLEMS THAT FACE THE BIG-CITY TEACHER: Early this month educators from seven large northeastern cities met at NEA Center for a pilot workshop on the problems that classroom teachers face which impede good practice in urban schools. Co-sponsored by the National Commission on Teacher Education and Professional Standards and the NEA Urban Services Project, the meeting brought together teachers, administrators, and education association staff members from Boston, New York, Philadelphia, Pittsburgh, Newark, Baltimore, and Washington, D.C. Shown above during the discussions are (left to right): **Yvonne Dolly,** representing the Metropolitan (New York) TEPS Commission; **Borden R. Purcell,** director of professional relations, Indiana State Teachers Association, and a member of the National TEPS Commission; **Marguerite Walters,** assistant director of professional services, New York State Teachers Association; and **John M. Belcher,** NEA Urban Services field representative. Follow-up on the workshop will include communication among the city groups represented, supporting consultation and service from the National TEPS Commission, and the prospect of similar workshops in other sections of the nation.

Purcell photo, Nat'l Ed. Assn.

NEA, New York Association Back Yonkers Teacher In Legal Action

Both the NEA and the New York State Teachers Association have acted this month in support of a Yonkers, New York, non-tenure teacher who claims that the rules of procedure of her school system and the requirements of a state law were violated or ignored when she was dismissed. The teacher, Andrea Pinto, further asserts that the way she was dismissed caused her reputation as a teacher to be unjustly impaired.

A New York state court ruled against Mrs. Pinto in June. She then appealed to the Appellate Division of the New York Supreme Court. This month NEA and NYSTA filed amicus curiae briefs in that court, asserting that the judgment of the lower court should be reversed. The case was argued in court on October 20.

Law at Issue

At issue in the case is the application of Article 16 of the New York General Municipal Law, which has never been tested in the courts before. This article provides for a fair and full hearing before a public employee may be dismissed. Mrs. Pinto asserts that she was never given such a hearing.

Mrs. Pinto's suit is filed against the Yonkers superintendent of schools, against the president of the Yonkers school board, and against the board itself.

Broad Impact

The decision of NEA to file a brief in support of Mrs. Pinto reflects "a careful analysis of the issues in this lawsuit and full consideration of the far-reaching impact their disposition will have on continuing efforts to improve public education by modernizing school management and increasing on-the-job dignity and independence of classroom teachers so that the highest quality people can be attracted to, and will remain in, the profession," the NEA brief says.

"NEA's considered judgment is that the common interests of the educational profession and of the public in the optimum operation of public schools will be served if petitioner prevails," the brief says.

The brief maintains that grievance machinery in public education serves two purposes in which parents and children have a stake: First, it provides a means, independent of ad-

(See LEGAL ACTION, page 8, column 1)

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NEA BOARD OF DIRECTORS AT WORK: Shown here during the NEA Board of Directors meeting on October 17 and 18 are (first six, left to right): **Grace Dodge,** of Maine; **Elmer T. Hawkins,** of Maryland; **Albert M. Johnson,** of Massachusetts; **Robert Campbell** and **Lucile MacArthur,** both of Michigan; and **Julia B. Schmidt,** of Missouri. NEA Directors from each state sit on the Board. The Board's actions at the meeting are reported below. Purcell photo, Nat'l Ed. Assn.

NEA's Board of Directors Urges Drive For More Unified Membership States; Executive Committee OK's Fair Protest

NEA's 11-man Executive Committee and the 85-man NEA Board of Directors met at NEA Center this month to review progress on a number of Association studies and plans and to make decisions on a number of problems. Several of the matters discussed will be reported later as plans become firmer. Reports on major decisions of the two bodies appear below.

The NEA Board of Directors met October 17 and 18 and, among other actions, called for unified membership in more states. The resolution on this issue passed by the Board said: "The Board of Directors of the National Education Association hereby calls upon the official policy-making bodies of all state education associations in states where local, state, and national membership is not already unified to take this step at the earliest possible date."

The Board pointed out that a platform goal of NEA is "unified professional dues in each state—a single fee to be collected by the local education association to cover local, state, and national dues." The Board also noted that the NEA Executive Committee, at its June meeting in Seattle, had approved a plan to reimburse state associations for possible losses in membership following the adoption of unified membership. This policy of the Executive Committee states that "when states initiate the unified dues program and a loss of state membership results, the NEA will return to the state association(s) all money collected by the NEA above the national dues collected for the previous year up to the amount lost by the state. This may be continued for three years if the state loss continues."

Nine state education associations already have adopted unified membership. They are: Arizona Education Association, Hawaii Education Association, Idaho Education Association, Montana Education Association, Nevada State Education Association, North Carolina Teachers Association, Oregon Education Association, Washington Education Association, and West Virginia Education Association.

The Board officially endorsed a program sponsored by the American Heritage Foundation and the National Congress of Parents and Teachers to encourage more Americans to vote. The program, called the "Big E," will include canvassing of neighborhoods by school children to urge adults to show up at the polls on November 3.

The National Congress of Parents and Teachers asked NEA to endorse the program.

In addition to the actions reported above, the Board:

- Reviewed the progress of the NEA study on representation and affiliation. (All NEA affiliates will receive drafts of by-laws on this topic in the near future.)
- Approved Minneapolis as the NEA Convention city in 1967.
- Heard a report from the Executive Committee authorizing a staff committee augmented by selected members to prepare preliminary papers having to do with the possible restructuring of the NEA.
- Discussed the possibility of a code of ethics in connection with nominations and elections to NEA offices.
- Agreed that the next meeting of the Board would be held February 13 and 14, 1965, in Atlantic City, New Jersey.

The NEA Executive Committee met October 15 and 16 and, among other actions, authorized the NEA president, in cooperation with the officers of the National Congress of Parents and Teachers, to protest the Hall of Education at the New York World's Fair as unrepresentative of the nature and the purposes of American education.

The Executive Committee also authorized four payments from the Contingency Fund, as follows:

- $12,000 for the expenses of the recent workshop for the presidents of state education associations.
- $14,000 for public relations activities in cooperation with the Utah Education Association. (For additional details of the Utah public relations effort, see page 6.)
- $18,000 to pay fees in connection with legal action brought on behalf of teachers serving in the Overseas Dependents Schools. (Progress of the suit was described in the September 18 NEA Reporter.)
- $15,000 for a matching program to support NEA and department efforts on behalf of children and teachers in an underprivileged area of the District of Columbia. (Reports on this program are planned for later issues of the NEA Reporter.)

The Executive Committee also authorized a study of the working conditions of teachers in American Indian schools. The Committee agreed that its next meeting will be held February 11 and 12, 1965, in Atlantic City, New Jersey.

School Administrators Set Up Five-Man Committee on Ethics To Administer AASA Code

The American Association of School Administrators has set up a five-man ethics committee charged with the task of administering the AASA code of ethics. The code, published in 1962, is similar to the Code of Ethics of the Education Profession adopted last year by NEA. AASA members subscribe to the NEA code and, additionally, are bound by the provisions of their own code, which apply specifically to educators with administrative responsibilities.

Chairman of the ethics committee is Henry T. Willett, Richmond, Virginia, superintendent of schools. Serving with him are William H. Curtis, superintendent of schools, Manchester, Connecticut; J. C. Moffitt, Provo, Utah, superintendent of schools; H. W. Schooling, dean, College of Education, University of Missouri; and C. C. Trillingham, Los Angeles County superintendent of schools.

The committee, according to AASA, is not regarded as a high tribunal which will pass judgment on ethical standards of individual administrators. Its role, instead, will be to offer guidance and, when necessary, legal advice, to state association ethics committees.

Nonprofit Drug Service Available to Retired Teachers; NEA National Retired Teachers Association Members Get Low-Cost Service from Three Centers in Nation; Washington Center Fills 1,500 Orders Every Day

"For us and many others on a limited budget and who continually need medication, it is one of the best things that's come our way." "It is a great blessing." "You can't imagine how much we appreciate it."

These are a few of the comments that express the feeling of participants in the nonprofit Drug Service available to members of the National Retired Teachers Association (an NEA department) and the American Association of Retired Persons. Membership in the two groups numbers more than 850,000 people over 55 years of age.

Initiated five years ago, the Drug Service now employs 20 pharmacists at its center in Washington, D.C., sends out 1,500 filled orders daily, and each month serves 80,000 members throughout the country.

California and Florida Branches

To expedite mailing service, two branch centers have been opened—one at St. Petersburg, Florida, four years ago and another last year in Long Beach, California. Each is served by four pharmacists.

The service continues to maintain the high standards set up at its beginning, says James L. Browning, assistant coordinator for the Drug Service. The pledge then, as now, he emphasizes, " is to provide our members with a nonprofit service for the purchasing of their everyday needs for prescription drugs and medical supplies and to conduct this service under the strictest pharmaceutical standards and professional ethics."

Andrus and Lana Idea

The idea for the service is attributed to Ethel Percy Andrus, NRTA and AARP president, and Ruth Lana, consultant and coordinator of national services. They were thinking not only of prescription drugs, reports Mr. Browning, but also of vitamin formulas and other health-maintaining preparations. They felt that in addition to offering the standard brands at savings, they could also set up sources whereby the Drug Service could have certain formulas manufactured under its own specifications. This fall the Service announced that now more than fifty such formulas are available to members.

500,000 Prescriptions on File

The major part of the business, Mr. Browning said, is on a prescription basis. More than 500,000 are currently on file. These are the originals written by physicians, and, as legally required, are kept permanently. For those that can be refilled, the retired person may reorder by number. Available also are nonprescription items such as surgical hose, vaporizer-humidifiers, dental plate liners, and oxygen units.

After several moves through the years as the business expanded, the Drug Service is now located in a superbly equipped facility with space for the Service's more than 100 employees. Among the modern equipment installed is a unit that electronically counts out drugs, bought by the Service in huge quantities of many thousands, into the 100 or so quantities needed for the patient.

"It has been a great success," Mr. Browning says in summing up the Drug Service for retired persons,

YOUNG PROFESSIONALS-TO-BE: One of the outco Organizations (NCPSO) meeting at NEA Center on ect of information about supply and demand for the pr its own profession. Recommendations will then be pre help solve the problems involved. The Student NEA w dents and/or staff representatives from seven professio information on the structure and activities of each memb sessions are (left to right): **Patricia Roy,** National Stud Pharmaceutical Association—Student Section; **John W. Hoyt,** American Law Student Association; **Clarence W.** tion; and **Henry L. Tebbe,** Student NEA president, who

Eighteen-Man Team Begins Idaho Public Schools Study

An 18-man NEA-Idaho Education Association team gathered data in Idaho this week as part of an objective study of that state's public schools. The study, requested by IEA, is scheduled to be completed and a report prepared before the Idaho Legislature meets next year.

A 12-man committee, aided by six NEA and IEA staff members, will study the Idaho data. The purpose of the study is to help to provide important information to those who have the responsibility for progress in education in Idaho.

FOR NEA MEMBERS ONLY

nea INSURANCE TRUST

YOUR EXPANDED NEA LIFE INSURANCE PROGRAM: *INCREASED PROTECTION* AT *REMARKABLY LOW COST.* ENROLL NOW IN THE PLAN THAT FITS YOUR NEEDS.

PLAN C*/THE REMARKABLE NEA INSURANCE PLAN FOR MEMBERS BECOMING INSURED BEFORE AGE 60.

HERE'S WHAT IT PROVIDES:

Age of Member at Time of Claim	Life Insurance	Additional Accidental Death Benefit	Monthly Disability Income Benefit (1)
Less than 35	$20,000	$20,000	$100
35 less than 40	17,500	17,500	100
40 less than 45	15,000	15,000	100
45 less than 50	12,500	12,500	100
50 less than 55	10,000	10,000	50
55 less than 60	7,500	7,500	50
60 less than 65	6,000	6,000	None
65 less than 70	4,500	4,500	None

*Not available in Ohio and Texas. (1) After being totally disabled for over 9 months, a maximum of 48 payments—and not beyond age 62.

INCLUDING PAID-UP INSURANCE FEATURE

- For members insured prior to age 50, this Plan provides paid-up life insurance when they retire or cease to be insured for any other reason—up to a maximum of $1,500 after 21 years of contributions.
- For members ages 50-59, the amounts of paid-up insurance will depend upon age when becoming insured with a maximum of $1,400 and a minimum of $500.
- A member's paid-up insurance will continue for the balance of his lifetime **without any further contribution** or may be surrendered for its cash value.

SEMI-ANNUAL CONTRIBUTION FOR MEMBER'S PLAN C BENEFITS

Age of Member on Semi-Annual Due Date	For Personal Insurance
Less than 50	$40
50 less than 70	$65 ($40 after being in Plan C 21 years)

DEPENDENTS LIFE INSURANCE* AVAILABLE FOR NEA MEMBERS UNDER PLANS A, B, OR C

NOW—LOW-COST PROTECTION FOR YOUR WIFE/HUSBAND AND ALL YOUR ELIGIBLE CHILDREN.

DEPENDENTS LIFE INSURANCE* (Optional)

Age of Member at Time of Claim	Life Insurance for Spouse	Life Insurance for Each Child
Less than 50	$2,500	$1,000
50 less than 60	1,250	1,000
60 less than 70	750	750

SEMI-ANNUAL CONTRIBUTION

Age of Member on Semi-Annual Due Date	For Spouse (Optional)	For 1 or More Children (Optional)
Less than 30	$2.20	$1.50
Over 30—under 70	5.60	1.50

*Dependents Life Insurance is not available in Ohio and Texas, nor to dependents already covered by NEA Insurance Program.

ANOTHER NEW FEATURE:

10%† TEMPORARY INCREASE IN ALL DEATH BENEFITS AT NO ADDITIONAL COST TO YOU. (Increase Does Not Apply to Dependents)

Example: If you are insured for $15,000, you will have a $16,500 Death Benefit PLUS a $16,500 Accidental Death Benefit.

For all NEA members insured under the NEA Insurance Program on or before December 1, 1964, this temporary increase will apply from December 1, 1964 until April 1, 1966 (16 months).

†7½% (i.e. $1,500) for members insured for $20,000 under PLAN C (to conform with legal limits).

(Plan C, Dependents Life Insurance and the 10% Temporary Increase will become effective December 1, 1964. To make certain you are insured on that date, ENROLL TODAY.)

o Retired Teachers; sociation Members Centers in Nation; lers Every Day

inually need medication, it is one g." "You can't imagine how much

participants in the nonprofit Drug ers Association (an NEA depart-

ıd to conduct this service under the ıaceutical standards and professional

Andrus and Lana Idea

the service is attributed to Ethel Percy A and AARP president, and Ruth ıt and coordinator of national services. ıking not only of prescription drugs, owning, but also of vitamin formulas th-maintaining preparations. They felt n to offering the standard brands at ould also set up sources whereby the could have certain formulas manufac- own specifications. This fall the Service now more than fifty such formulas are mbers.

0,000 Prescriptions on File

art of the business, Mr. Browning said, tion basis. More than 500,000 are cur- These are the originals written by phy- legally required, are kept permanently. can be refilled, the retired person may ber. Available also are nonprescription ırgical hose, vaporizer-humidifiers, den- and oxygen units.

moves through the years as the busi- the Drug Service is now located in a ed facility with space for the Service's employees. Among the modern equip- is a unit that electronically counts out y the Service in huge quantities of many

YOUNG PROFESSIONALS-TO-BE: One of the outcomes of a National Conference of Professional Student Organizations (NCPSO) meeting at NEA Center on October 12-13 was the initiation of a cooperative project of information about supply and demand for the professions. Each member organization will collect data for its own profession. Recommendations will then be prepared on what preprofessional organizations can do to help solve the problems involved. The Student NEA was host for the meeting, which included student presidents and/or staff representatives from seven professions. The conferees also discussed and exchanged detailed information on the structure and activities of each member organization. In conversation during a break between sessions are (left to right): **Patricia Roy,** National Student Nurses' Association, Inc.; **Roger Ball,** American Pharmaceutical Association—Student Section; **John W. Packer,** Student American Medical Association; **Mont P. Hoyt,** American Law Student Association; **Clarence W. Chapman,** American Dental Association—Student Section; and **Henry L. Tebbe,** Student NEA president, who presided at the conference. Di Dio photo, Nat'l Ed. Assoc.

thousands, into the 100 or so quantities needed for the patient.

"It has been a great success," Mr. Browning says in summing up the Drug Service for retired persons, the only one of its kind in the United States, "and has been instrumental in reducing drug prices generally."

(For information, write the NRTA-AARP Drug Service, 1224 24th St., N.W., Washington, D.C. 20037.)

Gran By M

A pilot study t use in industrial a ciation, NEA, und

Further directio presented to the H

NEA Audiov Department In Scholarsh

Scholarships wort NEA's Department annual convention in of the scholarships— classroom teachers two audiovisual edu school in 1965.

Sponsored by the H the scholarships are understanding of the Winners will be select by state audiovisual who apply directly fr associations.

A third scholarshi the DAVI convention education. This annu honors the memory

Application forms may be obtained fro

Many inquiries concerning extremis include criticism o tions, and program leading nature of s NEA Commission Responsibilities.

EMBERS ONLY

NSURANCE PROGRAM: *INCREASED PROTECTION* AT ROLL NOW IN THE PLAN THAT FITS YOUR NEEDS.

PLAN

DEPENDENTS LIFE INSURANCE* AVAILABLE FOR NEA MEMBERS UNDER PLANS A, B, OR C

NOW—LOW-COST PROTECTION FOR YOUR WIFE/ HUSBAND AND ALL YOUR ELIGIBLE CHILDREN.

DEPENDENTS LIFE INSURANCE* (Optional)

Age of Member at Time of Claim	Life Insurance for Spouse	Life Insurance for Each Child
Less than 50	$2,500	$1,000
50 less than 60	1,250	1,000
60 less than 70	750	750

SEMI-ANNUAL CONTRIBUTION

Age of Member on Semi-Annual Due Date	For Spouse (Optional)	For 1 or More Children (Optional)
Less than 30	$2.20	$1.50
Over 30—under 70	5.60	1.50

*Dependents Life Insurance is not available in Ohio and Texas, nor to dependents already covered by NEA Insurance Program.

ANOTHER NEW FEATURE:

10%† TEMPORARY INCREASE IN ALL DEATH BENEFITS AT NO ADDITIONAL COST TO YOU. (Increase Does Not Apply to Dependents)

Example: If you are insured for $15,000, you will have a $16,500 Death Benefit PLUS a $16,500 Accidental Death Benefit.

For all NEA members insured under the NEA Insurance Program on or before December 1, 1964, this temporary increase will apply from December 1, 1964 until April 1, 1966 (16 months).

†7½% (i.e. $1,500) for members insured for $20,000 under PLAN C (to conform with legal limits).

me effective December 1, 1964. To make certain you are insured on that date, ENROLL TODAY.)

FOR THOSE REQUIRING LESSER AMOUNTS OF PROTECTION

STILL AVAILABLE • STILL EXCELLENT

PLAN A/ EXPANDED TO INCLUDE DISABILITY INCOME COVERAGE AFTER 1 YEAR UNDER THE PLAN.

Age of Member at Time of Claim	Life Insurance	Monthly Disability Income Benefit*
Less than 50	$5,000	$100
50 less than 60	2,500	50
60 less than 70	1,500	—

*After being totally disabled for over 9 months, a maximum of 48 payments—and not beyond age 62.

PLAN B/ HIGHER AMOUNTS OF INSURANCE PLUS A VALUABLE ACCIDENTAL DEATH BENEFIT.

Age of Member at Time of Claim	Life Insurance	Additional Accidental Death Benefit	Monthly Disability Income Benefit
Less than 50	$10,000	$10,000	Same as Plan A
50 less than 60	5,000	5,000	Same as Plan A
60 less than 70	3,000	3,000	— — —

SEMI-ANNUAL CONTRIBUTION:

Age of Member on Semi-Annual Due Date	Plan A	Plan B
Less than 30	$ 4.55	$ 9.10
Over 30—under 70	11.30	22.60

If you are not yet insured, please complete the enrollment form and make check payable to NEA INSURANCE TRUST for your initial 3-month contribution. (This contribution is one-half the semi-annual contribution).

Mail completed Enrollment Form and check for initial contribution (½ semi-annual contribution) TODAY to:

NEA INSURANCE TRUST
P.O. BOX 2013
WASHINGTON, D.C. 20013

For more information about these plans, write to the NEA Insurance Trust.

STATEMENTS B

(Please p

1. NAME OF MEMBER? ..... (Last)

2. SEX? ☐ Male ☐ Female | 3. DATE OF BIRTH? Mont

5. RESIDENCE? ..... (No. Street)

6. Your Beneficiary? - Full Name, Exa ..... (First Name Middle Initial)

7. RESIDENCE OF BENEFICIARY? ..... (No. Stree

8. Are you a member of the Natio

9. Are you a member of a state ☐ Yes—Name of state ass'n. .... ☐ No

10. Are you now engaged in educa income from an educational insti tional association or a public e

ITEMS 15 THROUGH 19 AND 24 BELOW TO PERSONAL INSURANCE UNDER PLAN A,

15. Have you ever been treated for (Answer each it

	Yes	No	
(a) heart condition	☐	☐	(c) ne
(b) high blood pressure	☐	☐	(d) di

16. Do you have any known physic not covered by item 15 above?

17. Have you within the past 5 year or other practitioner (disregard

18. Are you now actively employed duties of your occupation?

19. Have you ever been denied N.

24. What are the complete details of

NAME OF PERSON	QUESTION NO.	

I declare above statements and answers Prudential Insurance Company of America ask me or my eligible dependents to be ex ing my or my eligible dependents' past

Semi-Annual Contribution For: { Memb Childr Spous

ORD 30867 ED 7-64

N.E.A. INSURANCE TRUST AGREEMENT p Association members enrolling as particip plan's administration and Fund's use; par Trust in good faith taken or omitted, or a be returned without further obligation. In

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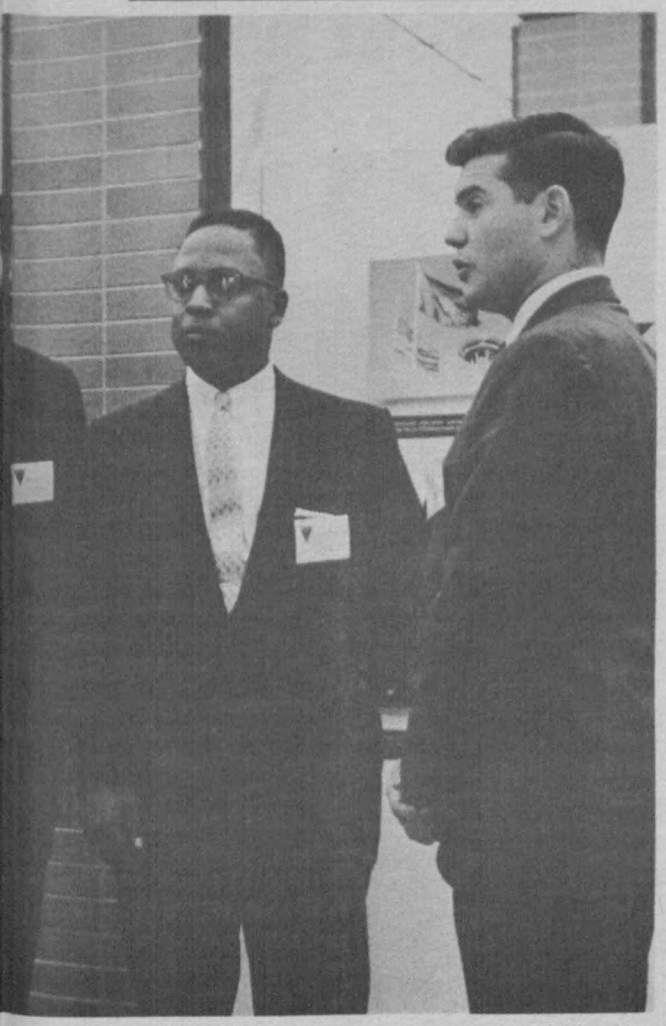

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the only one of its kind in the United States, "and has been instrumental in reducing drug prices generally."

(For information, write the NRTA-AARP Drug Service, 1224 24th St., N.W., Washington, D.C. 20037.)

Grant for Materials Survey Received By NEA Industrial Arts Association

A pilot study to survey the need for instructional materials about the hardboard industry for use in industrial arts classes was initiated this summer by the American Industrial Arts Association, NEA, under a grant from the American Hardboard Association, Chicago.

Further directions for the project will be determined when a sample instructional packet is presented to the Hardboard Association at its November 9-11 meeting in New Orleans.

In the first stage of the project, Karl Gettle, pilot project consultant, visited the AHA and several of the 18 hardboard plants throughout the United States.

From the information gathered and in consultation with the AIAA and AHA executive boards and with educators, including supervisors and teachers from the various grade levels in the national capital area, Mr. Gettle, an NDEA fellow at the University of Maryland, expects to develop the necessary instructional materials. These will include a series of film slides, a teacher's guide with emphasis on content and method, a bibliography, a summation of hardboard as a natural resource in the nation's economy, and a chart showing the process of hardboard manufacture.

NEA Audiovisual Instruction Department To Award $1,200 In Scholarships at Convention

Scholarships worth $1,200 will be awarded by NEA's Department of Audiovisual Instruction at its annual convention in Milwaukee on April 25-30. Two of the scholarships—$350 each—will be awarded to classroom teachers who will use them to enroll in two audiovisual education courses during summer school in 1965.

Sponsored by the H. Wilson Corporation of Chicago, the scholarships are designed to give teachers a better understanding of the field of audiovisual instruction. Winners will be selected from candidates recommended by state audiovisual organizations and from teachers who apply directly from states where there are no AV associations.

A third scholarship of $500 will be presented at the DAVI convention for graduate work in audiovisual education. This annual DAVI Memorial Scholarship honors the memory of deceased audiovisual leaders.

Application forms for both types of scholarships may be obtained from DAVI at NEA Center.

Many inquiries have come to NEA Center concerning extremist paperback publications which include criticism of education leaders, organizations, and programs. Information about the misleading nature of such items is available from the NEA Commission on Professional Rights and Responsibilities.

Peace Corps Seeking 500 for Experienced Teachers Program

The Peace Corps plans to recruit 500 professional teachers for special training under a program begun last spring in cooperation with NEA. The program, called the Experienced Teachers Program, seeks teachers at the elementary, secondary, and college levels.

Teachers with two or more years of experience may apply for the program by May 1, 1965. Selected applicants will receive special Peace Corps training during the summer of 1965 and begin their service overseas at the end of the 1965-66 school year.

To enlist the active support of school principals in recruiting teachers, the Peace Corps will make every effort to provide qualified replacement teachers from its returning volunteers. To date, 30 percent of all returned Volunteers who are employed are teaching.

Further information is available from Experienced Teachers Program, Peace Corps, Washington, D.C. 20525.

FOR THOSE REQUIRING LESSER AMOUNTS OF PROTECTION

STILL AVAILABLE • STILL EXCELLENT

PLAN A/ EXPANDED TO INCLUDE DISABILITY INCOME COVERAGE AFTER 1 YEAR UNDER THE PLAN.

Age of Member at Time of Claim	Life Insurance	Monthly Disability Income Benefit*
Less than 50	$5,000	$100
50 less than 60	2,500	50
60 less than 70	1,500	—

*After being totally disabled for over 9 months, a maximum of 48 payments—and not beyond age 62.

PLAN B/ HIGHER AMOUNTS OF INSURANCE PLUS A VALUABLE ACCIDENTAL DEATH BENEFIT.

Age of Member at Time of Claim	Life Insurance	Additional Accidental Death Benefit	Monthly Disability Income Benefit
Less than 50	$10,000	$10,000	Same as Plan A
50 less than 60	5,000	5,000	Same as Plan A
60 less than 70	3,000	3,000	— — —

SEMI-ANNUAL CONTRIBUTION:

Age of Member on Semi-Annual Due Date	Plan A	Plan B
Less than 30	$ 4.55	$ 9.10
Over 30—under 70	11.30	22.60

If you are not yet insured, please complete the enrollment form and make check payable to NEA INSURANCE TRUST for your initial 3-month contribution. (This contribution is one-half the semi-annual contribution).

Mail completed Enrollment Form and check for initial contribution (½ semi-annual contribution) TODAY to:

NEA INSURANCE TRUST
P.O. BOX 2013
WASHINGTON, D.C. 20013

For more information about these plans, write to the NEA Insurance Trust.

STATEMENTS BY MEMBER TO BE INSURED—National Education Association Life Insurance Plan

(Please print all answers)

1. NAME OF MEMBER? ..... (Last / First / Middle Initial)

2. SEX? ☐ Male ☐ Female

3. DATE OF BIRTH? ..... (Month / Day / Year)

4. ARE YOU A U.S. CITIZEN? Yes ☐ No ☐

5. RESIDENCE? ..... (No. / Street / City / (Zone) / State)

6. Your Beneficiary? - *Full Name, Example: Mary A. Doe, NOT Mrs. John J. Doe* ..... (First Name / Middle Initial / Last Name / Relationship)

7. RESIDENCE OF BENEFICIARY? ..... (No. / Street / City / (Zone) / State)

8. Are you a member of the National Education Association of the U.S.A.? ☐ Yes ☐ No

9. Are you a member of a state educational ass'n. affiliated with N.E.A.?
☐ Yes—Name of state ass'n. .....
☐ No

10. Are you now engaged in educational activity with principal employment income from an educational institution or a national, state or local educational association or a public educational agency? ☐ Yes ☐ No

11. Personal Insurance—Indicate action desired:
(a) If you are *not* now covered under the N.E.A. Plan, Check coverage desired: ☐ Plan A ☐ Plan B ☐ Plan C
(b) If you are *already* covered under the N.E.A. Plan, enter your Plan Identification Number..... *and* check one of the following:
☐ I wish to transfer to Plan C
☐ I wish to transfer to Plan B
☐ No change desired in my personal insurance.

12. Dependents Life Insurance—Check one:
(a) ☐ I have no eligible dependents.
(b) ☐ I wish to cover my spouse and eligible children*.
(c) ☐ I wish to cover my spouse.
(d) ☐ I wish to cover my eligible children*.
(e) ☐ I am not enrolling my dependents.
*Unmarried children less than 21 years old.

13. Complete if 12 (b) or 12 (c) above is checked:
Name of Spouse: ..... (First Name / Middle Initial / Last Name)

14. Complete if 12 (b) or 12 (d) above is checked:
(a) Number of eligible dependent children: .....
(b) If any of the children in 14 (a) had a hospital confinement during the past 12 months, give child's name and details of confinement: .....

ITEMS 15 THROUGH 19 AND 24 BELOW TO BE COMPLETED BY MEMBER ENROLLING FOR PERSONAL INSURANCE UNDER PLAN A, PLAN B OR PLAN C; OTHERWISE OMIT.

15. Have you ever been treated for or had known indications of:
(Answer each item "Yes" or "No")

	Yes	No		Yes	No		Yes	No
(a) heart condition	☐	☐	(c) nervous disorders	☐	☐	(e) cancer	☐	☐
(b) high blood pressure	☐	☐	(d) diabetes	☐	☐	(f) tumors	☐	☐

16. Do you have any known physical impairments, deformities, or ill health not covered by item 15 above? ☐ Yes ☐ No

17. Have you within the past 5 years consulted or been attended by a doctor or other practitioner (disregard routine exams, in employment)? ☐ Yes ☐ No

18. Are you now actively employed and physically able to perform all the duties of your occupation? ☐ Yes ☐ No

19. Have you ever been denied N.E.A. Life Insurance? ☐ Yes ☐ No

ITEMS 20 THROUGH 24 TO BE COMPLETED ONLY IF *SPOUSE* IS BEING ENROLLED FOR DEPENDENTS LIFE INSURANCE; OTHERWISE OMIT.

20. Has your Spouse ever been treated for or had known indications of:
(Answer each item "Yes" or "No")

	Yes	No		Yes	No		Yes	No
(a) heart condition	☐	☐	(c) nervous disorders	☐	☐	(e) cancer	☐	☐
(b) high blood pressure	☐	☐	(d) diabetes	☐	☐	(f) tumors	☐	☐

21. Does your Spouse have any known physical impairments, deformities, or ill health not covered by item 20 above? ☐ Yes ☐ No

22. Has your Spouse ever been denied coverage under the N.E.A. Life Insurance Plan? ☐ Yes ☐ No

23. Spouse's Date of Birth? ..... (Month / Day / Year)

24. What are the complete details of all "Yes" answers to Questions 15, 16, 17, 19, 20, 21, 22 and a "No" answer to Question 18?

NAME OF PERSON	QUESTION NO.	CONDITION, DETAILS AND NUMBER OF ATTACKS (IF OPERATED, SO STATE)	DURATION OF DISABILITY	COMPLETE RECOVERY MONTH	COMPLETE RECOVERY YEAR	NAME AND ADDRESS OF PHYSICIANS AND HOSPITALS

I declare above statements and answers are complete and true and understand they are the basis for providing life insurance under a policy (or policies) issued by The Prudential Insurance Company of America and owned by the N.E.A. Insurance Trust, in which I will participate upon becoming so insured. I agree to Prudential's right to ask me or my eligible dependents to be examined at its expense by a physician assigned by it. All concerned are authorized to give Prudential any information requested regarding my or my eligible dependents' past medical attendance, advice or hospitalization.

Semi-Annual Contribution For:
Member's Coverage $.....
Children's Coverage $.....
Spouse's Coverage $.....
Total $..... ÷ 2 = $..... Initial Contribution

Enclose check payable to "N.E.A. Insurance Trust" for this amount.

ORD 30867 ED 7-64 Date Signed....., 19..... Signature of Member.....

N.E.A. INSURANCE TRUST AGREEMENT provides among other things: purpose is to establish and maintain Fund providing insurance through insurance carrier policy(ies) for Association members enrolling as participants; administration is by Trustees appointed by Asssociation who determine participation eligibility conditions and control insurance plan's administration and Fund's use; participants make payments to Trust as required to provide insurance and administer Trust; Trustees are not liable for action pursuant to Trust in good faith taken or omitted, or any act taken or omitted by any agent, employee or attorney of Trustee. Any payment by a member not accepted for participation will be returned without further obligation. Insurance is, as to effective date and every other respect, subject to terms of policy(ies) providing such insurance.

L Dec. FOR TRUSTEES' USE ONLY Iden. No. Eff. Date

NEA Fund Aids Teachers Ousted After Integration

NEA, through its DuShane Defense Fund, is helping to finance the legal battle of seven Virginia teachers who found themselves without positions after the schools in their county were integrated. The teachers—who last year were the entire staff of two all-Negro schools in Giles County, Virginia—are attempting to get judicial review of the fundamental issues affecting qualified teachers employment security under the terms of the due process and equal protection clauses of the 14th Amendment.

The seven teachers were displaced when the Giles County board of education decided to close the two all-Negro schools at the end of the 1963-64 school year and to transfer the children from those schools to newly integrated schools this September. The seven teachers were told that the board's actions "make it necessary to abolish your job. . . ."

In June, the Virginia Teachers Association asked NEA for assistance. In voting unanimously to provide "substantial financial assistance," the DuShane Fund Committee noted that "changing patterns of teacher employment throughout the nation were examined. In view of these changes, the Committee believes it to be in the interest of the teaching profession generally to present for judicial consideration the issues involved in the Giles County case in the hope that the decision rendered will serve other school districts and educators facing similar problems."

Attorneys for the seven teachers filed a petition in Federal District Court in August. A hearing on the merits of the case has been set for December 28 in Roanoke, Virginia.

TOPIC—LOCAL ASSOCIATIONS IN RURAL AREAS: Participants in the National Conference on Rural Education hold an informal discussion following a symposium on "Opportunities for Local Associations in Rural Areas." From left to right are **John Starie,** NEA consultant for local associations, who coordinated the program; **Barbara Hanrahan,** president of the Watertown (New York) Teachers Association; **Emma E. Renken,** superintendent of schools, Fillmore County, Nebraska; **Edna Bishop,** second grade teacher of Bauxite, Arkansas; **Germaine Richardson,** classroom teacher of Bettendorf, Iowa; **May Wallace,** classroom teacher of Burns, Wyoming; **Eloise Williams,** classroom teacher of Enfield, North Carolina, and vice-president of the Halifax County Teachers Association, NCTA; **Cleo Turner,** classroom teacher, Enfield, and president, Halifax County Teachers Association, NCTA; and **Glenn O. Seaton,** superintendent of schools, Reno County, Kansas.

Educational Climate Right for Change, Experimentation, Anthropologist Says at Conference on Rural Education; Importance of Intermediate Administrative Units Stressed

"Traditional education has broken from its moorings. And the new education in its organization, content, and practice will be consonant with the spirit and form of the new scientific, metropolitan civilization," Solon T. Kimball, professor of anthropology and education, Teachers College, Columbia University, told the 1964 National Conference on Rural Education in Washington, D.C., this fall. "The next few years are crucial ones, but the situation is fluid and favorable for experimentation and change," he went on. "To effect change will not be easy, however, for there are too many educators and laymen who believe that the educative process is rooted in eternal verities."

Dr. Kimball also told the educators that "we fail those American youth, whether from the cities or the countryside, for whom we do not provide the educational facilities and to whom we do not convey an understanding of the preparation to meet the requirements of productive adult life, as a part of the formal schooling process."

Howard A. Dawson, executive secretary emeritus, NEA Department of Rural Education, told the conferees that the enlargement of school districts and the consolidation of high schools—probably the most tedious and highly resisted *necessary* reform in the history of local government in America—will happen and is happening.

Dr. Dawson said that one way to overcome the inability of local school administrative units to offer an adequate educational program is to organize intermediate units—units of two or more basic school districts on a level between the state department of education and the local district.

Education Publication by Senate Committee Recommended by NEA Legislative Chairman

Robert E. McKay, chairman of the NEA Legislative Commission, this week described a publication of the Senate Labor and Public Welfare Committee as "an important document for students of education legislation, for every high school and college library, for superintendents and other administrators, and for individual teachers who want to know about education programs enacted in the 88th Congress."

The publication, *Enactments by the 88th Congress Concerning Education and Training, 1963-64,* describes all enactments during both sessions of the 88th Congress that have education programs or carry implications for education. For example, the section describing the Vocational Education Act of 1963 first sketches its legislative history in the House, the Senate, and in the conference which resulted in the bill's final passage. This is followed by a concise digest of the Act's provisions. Finally, the complete text is printed.

By special arrangement with the Senate Committee on Labor and Public Welfare, NEA REPORTER readers may write the Committee to request a free single copy, while the supply lasts. Address requests as follows: Senate Committee on Labor and Public Welfare, Washington, D.C. 20025.

Legislative Commission Chairman McKay urges those wanting a copy to write early, as the supply is limited.

Utah Education Association Delegate Body Thanks NEA for Help in Informing Citizens

The Utah Education Association's House of Delegates unanimously passed a resolution this fall thanking NEA for "the generous and necessary assistance it has rendered in the cause of developing an informed Utah public.

"As the citizens of Utah learn more about the problems and needs of their educational system, it is probable that the rate at which these needs and problems will be met and solved will be accelerated," the resolution also said.

NEA imposed national sanctions against Utah public schools on May 19. Schools opened this fall in the state after UEA members agreed to resume contract negotiations but at the same time to develop a strong public information program to build support for quality schools. It was NEA's help with this program that elicited the resolution of appreciation.

STATEMENT OF OWNERSHIP, MANAGEMENT, AND CIRCULATION

(Act of October 23, 1962; Section 4369, Title 39, United States Code)

1. Date of filing: September 25, 1964.
2. Title of Publication: NEA Reporter.
3. Frequency of Issue: Monthly except August (two issues in October).
4. Location of known office of publication: 1201 16th St., N.W., Washington, D.C. 20036.
5. Location of the headquarters or general business offices of the publishers: 1201 16th St., N.W., Washington, D.C. 20036.
6. Names and addresses of publisher, editor, and managing editor:

Publisher—National Education Association, 1201 16th St., N.W., Washington, D.C. 20036

Editor—Mildred S. Fenner, 1201 16th St., N.W., Washington, D.C. 20036

Assistant Editor—Marshall O. Donley, Jr., 1201 16th St., N.W., Washington, D.C. 20036.

7. Owner *(If owned by a corporation, its name and address must be stated and also immediately thereunder the names and address of stockholders owning or holding 1 percent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a partnership or other unincorporated firm, its name and address, as well as that of each individual must be given.):*

National Education Association (Chartered by special act of Congress—no stockholders): 1201 16th St., N.W., Washington, D.C. 20036

8. Known bondholders, mortgagees, and other security holders owning or holding 1 percent or more of total amount of bonds, mortgages or other securities: None.

9. Paragraphs 7 and 8 include, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, also the statements in the two paragraphs show the affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner. Names and addresses of individuals who are stockholders of a corporation which itself is a stockholder or holder of bonds, mortgages or other securities of the publishing corporation have been included in paragraphs 7 and 8 when the interest of such individuals are equivalent to 1 percent or more of the total amount of the stock or securities of the publishing corporation.

10. This item must be completed for all publications except those which do not carry advertising other than the publisher's own and which are named in sections 132.231, 132.232, and 132.233, Postal Manual *(Sections 4355a, 4355b, and 4356 of Title 39, United States Code).*

	Average No. Copies Each Issue During Preceding 12 Months	*Single Issue Nearest To Filing Date*
A. Total No. Copies Printed (Net Press Run)	929,300	899,900
B. Paid Circulation		
1. To Term Subscribers by Mail, Carrier Delivery or by Other Means	919,355	888,530
2. Sales through Agents, News Dealers, or Otherwise	———	———
C. Free Distribution (including samples) by Mail, Carrier Delivery, or by Other Means	9,945	11,370
D. Total No. of Copies Distributed (sum of lines B1, B2, and C)	929,300	899,900

I certify that the statements made by me above are correct and complete.

Mildred S. Fenner, *Editor*

CURRENT

What's Going On in TV, Radio, Press, and National Magazines

Television

(All times are Eastern Standard)

Mr. Novak—Tuesdays, NBC-TV, 7:30 P.M., *November 3:* pre-empted. *November 10:* "Let's Dig a Little Grammar," two musically gifted boys, more interested in jazz than grammar, learn the importance of completed education.

Discovery '64—Sundays, ABC-TV, 11:30 A.M. *November 1:* "The Election of the President," history of the presidency. *November 8:* "Heroes of the Wild West," real vs. fictional heroes. *November 15:* "It All Adds Up to You," the world of heredity.

Exploring—Saturdays, NBC-TV, 12 Noon, *November 7:* tour of New York City's points of interest. *November 14:* visit to Pittsburgh.

New York Philharmonic Young People's Concert—*Friday, November 6, CBS-TV, 8 P.M.* "What Is Sonata Form?" Eighth season premiere with Leonard Bernstein, conductor and narrator.

CBS Reports—*Wednesday, November 11, CBS-TV, 7:30 P.M.* "The U.S. and the Two Chinas," examination of Communist and Nationalist Chinese relations with the United States, their neighbors, and the rest of the world community, featuring exclusive film taken inside Red China and Nationalist-held Quemoy.

Magazines

The Atlantic—*November.* Principal B. Frank Brown describes Melbourne (Florida) High School in "An Answer to Dropouts: The Nongraded High School" (second in "Best High Schools" series); an article on Canadian primary, secondary, and university education, by Robertson Davies.

Better Homes & Gardens—*November.* "Action in Education" series concludes with "How To Improve Your School's Curriculum," by Martin Mayer.

McCall's—*November.* U.S. Commissioner of Education Francis Keppel bylines angry article on "Schools Without Libraries: Our National Disgrace."

Woman's Day—*November.* "The Crisis in English," by Roul Tunley, scores conditions behind "anybody-can-teach-English" attitude.

Redbook—*November.* "A Reassuring Report About Children with Odd Study Habits," bid for nonconformity, by Frank Reissman; and "Last Summer in Mississippi," student teacher's experiences in Madison County Freedom School.

Ladies' Home Journal—*November.* Mary Ellen Chase, noted author and teacher for over 50 years, writes about "The Rewards of Teaching."

Good Housekeeping — *November.* "New Methods To Teach Slow Learners," a "Better Way" feature.

Family Circle—*November.* Child psychologist Nora Ryan discusses "How Parents Can *Really* Help with Homework."

Look—*November 3.* "Why I Can't Join the John Birch Society," letter from Huntington Beach, California, elementary school superintendent Richard G. Bacon, to a friend.

Fortune—*November.* "Campuses of Tomorrow," portfolio of five nearly completed, ultra-modern college campuses.

NEA School Public Relations Association, State College Start Communications Project

Glassboro College in New Jersey Will Offer Public Relations Courses, Consultative Service

Glassboro (New Jersey) State College and the National School Public Relations Association (NSPRA) joined forces this month in a pilot project designed to develop school public relations courses and to spread communications skills throughout the educational community.

Ingredients in the project, which is expected to have its first impact in New Jersey school districts but eventually will fan out nationally, were announced by Gene Lines, director of information services, Denver public schools, and president of NSPRA, and Thomas E. Robinson, Glassboro's president.

Materials Center

Plans include: (1) setting up a library resource center of public relations materials at the college to which school districts around the country may contribute; (2) revamping the current course required of each Glassboro student, "Teacher in School and Community," and offering it, in addition, to staff members of interested school districts as in-service training; (3) provision for consultative services in PR to school districts; and (4) organization of summer public relations workshops and seminars for teachers and administrators.

Plans are also being studied for the inauguration of a graduate program in school public relations to prepare teachers and administrators for the school public relations field.

Karsh, Ottawa photo

Edward Weeks
Atlantic Monthly Editor

Warm Reception Greets New Atlantic Series on Our Best High Schools

"Absolutely fantastic" is the reaction to the initial article in *Atlantic Monthly*'s new series on "Our Best High Schools," report the editors. A flurry of newspaper stories and radio and TV broadcasts greeted the first profile on Newton, Massachusetts, high schools, written by Superintendent Charles E. Brown.

The November issue will feature Melbourne High School in the Cape Kennedy complex of Florida. Principal B. Frank Brown will discuss its nongraded organization as "An Answer to Dropouts."

Others To Follow

Three schools scheduled to follow in the series are the William Allen High School, Allentown, Pennsylvania; the Dunbar High School in Chicago; and East High School, Denver. The editors plan to add other schools to the series.

Idea for the series originated with *Atlantic*'s editor, Edward (Ted) Weeks, who was struck by comments in a letter received from his old friend, Eugene Youngert, who served for 16 years as superintendent of the Oak Park and River Forest High School in Illinois before joining the research team of James Bryant Conant.

Says Weeks: "Dr. Youngert spoke so eloquently of the cooperation between the community and the high school without which no really good school could exist, that I asked him to name names—in short to tell me which schools in the country had the longest and strongest support of their communities and in what way each school had achieved its national reputation.

"From this exchange it was a natural step to plan for a series of affirmative articles in each of which we hope to bring out the special feature in the curriculum or in the counseling program and the special relationship between community, faculty, and student, which has made these institutions at once resilient and of such far-reaching influence," Weeks concluded.

Internship Project for High School Principals Fills Expanding Role

Twenty-three universities and 41 secondary schools are participating this year in the expanded program of the Administrative Internship in Secondary-School Improvement. This pilot project of the National Association of Secondary-School Principals, NEA, is designed to improve the preparation of secondary-school principals. Last year seven universities and 14 junior and senior high schools took part in the program. Financial support comes from the Fund for the Advancement of Education.

Prospective administrators are placed as interns in schools where the principal places high priority on the improvement of the program of instruction through educational exploration and innovation. Interns are supervised by the school principal, a university professor of school administration, and a member of the NASSP staff.

Goal of the pilot project is the development of guidelines for preparation programs which will produce a principal who understands the change process in secondary schools and is prepared, himself, to become an effective agent of change, according to J. Lloyd Trump, project director and NASSP associate secretary. In addition, he said, the project aims to demonstrate effective working relationships among schools, universities, and the NASSP as a service organization.

NEA Mutual Fund Information Will Appear in NEA Journal

Information on the formation of the NEA Mutual Fund, Inc., will appear in the November *NEA Journal.* Nearly one million educators who are members of both the NEA and an affiliated state education association will be eligible to invest in the fund.

ANOTHER MODERN HEADQUARTERS GOES UP: Dedication of the new headquarters building of the Michigan Education Association on September 20 climaxed years of planning and dreaming, according to E. Dale Kennedy, MEA executive secretary. Located on a seven-acre site in East Lansing, the building centers on a two-story court at the high-rise portion of the structure. Financing of the building for the MEA's 65,000 members began in 1957 when the MEA Representative Assembly adopted a special building and site assessment. Total cost of the building was $1.7 million (including site, furnishings, and equipment). Featured dedicatory speakers were William G. Carr, NEA executive secretary, and John A. Hannah, president of Michigan State University.

Milwaukee Call For Fact Finding Follows Deadlock

The Milwaukee Teachers' Education Association, which last year was chosen as representative for the city's instructional staff, has asked the Wisconsin Employment Relations Board to begin a fact-finding inquiry because of a deadlock in negotiations with the Milwaukee superintendent and school board. The MTEA petitioned the state agency for the fact finding on October 6.

In its request, the MTEA stated that "the parties have been unable to agree on teachers' salaries for the calendar year 1965 in that the plan proposed by the Superintendent for effectuating increases in salaries would result in a majority of teachers being off-schedule and being paid compensation at a rate less than that to which they are entitled."

MTEA announced that substantial progress has been made in salary negotiations so far. The disagreement that has resulted in the call for state-level fact finding concerns implementation of the new salary schedule. As suggested by the superintendent, the schedule would now cover only newly hired teachers and teachers already at the maximum. MTEA maintains that funds are available for placing all teachers on step in the schedule.

PROBING THE FEDERAL GOVERNMENT'S ROLE IN EDUCATION: A new project of the American Association of School Administrators is focusing on the practices, policies, and future role of the federal government in American education. On September 14, the project's advisory committee met at NEA Center with the project director, **Erick L. Lindman** (seated, center), professor of education, University of California at Los Angeles. Sitting with Dr. Lindman is AASA's executive secretary, **Forrest E. Conner;** others seated are **Mrs. Lindman** (left) and **Beverley Thomas** (right), Dr. Conner's secretary. Standing (left to right) are **Shirley Cooper,** director of in-service education for AASA, and four members of the project's advisory committee: **George Brain,** Baltimore superintendent of schools and AASA president-elect; **J. Win Payne,** Ponca City, Oklahoma, superintendent of schools and AASA president; **A. John Holden, Jr.,** state commissioner of education, Vermont; and **John B. Geissinger,** Tenafly, New Jersey, superintendent of schools. Other advisory committee members are Martin Essex, Akron, Ohio, superintendent of schools; James F. Redmond, superintendent, Central School District 2, Syosset, New York; and H. I. Willett, Richmond, Virginia, superintendent of schools. Di Dio photo, Nat'l Ed. Assn.

Legal Action ...

(Continued from page 3, column 1)

ministrative channels, whereby the superintendent, the school board, and —through the school board—the community can hear the testimony of all members of the professional staff as to what in fact is going on at the heart of the educational enterprise.

Second, it provides an orderly method for solving disagreements. "One hardly need dwell," the brief says, "on the interest of parents and children in having teachers whose morale is good and who seek resolution of their problems through fully operational and easily accessible machinery rather than by strikes, mass resignations, boycotts, or demonstrations."

In its conclusion, the brief says: "NEA fully supports the claim and prayer of petitioner. The interests of the public and of the teaching profession in high quality education are served by meaningful, functional grievance machinery applicable to non-tenure and tenure teachers alike, and by illumination and appraisal in a full and fair hearing of supervisory conduct, where challenged, particularly where that conduct affects the reputation of teachers and thereby profoundly influences their ability (and desire) to remain in the profession.

"It is the function of school supervisors to supervise; but it is also their responsibility to supervise properly; and it is in the best interests of public education for supervisors to be held accountable for their conduct—to perform their functions so that they can stand the test of fair scrutiny under effective, operational grievance machinery."

1964-65 NEA Theme—"Education for World Responsibility"

Education Bill ...

(Continued from page 1, column 1)

have strong educational overtones."

Dr. McCaskill pointed out that the 88th Congress passed legislation:

- for public community colleges
- for graduate schools
- for expanding opportunities to go to graduate school
- for public community and college libraries
- for student college loans
- for expansion of programs to assist in the teaching of science, mathematics, and foreign languages, *and to extend them to some other areas*
- for extension of guidance and counseling services
- for expanded manpower development and retraining
- for teaching handicapped children
- for training doctors and nurses
- for construction of medical education facilities
- for preventing delinquency
- for greatly expanding vocational and technical education
- for work-training programs for young men and women, aged 16-21
- for a work-study program to enable students from low-income families to enter college, or to stay there
- for adult basic education and literacy training
- for education-related portions of the Economic Opportunity Act.

NEA President ...

(Continued from page 1, column 3)

under several other sections, was equally essential to the nation's economic health and well-being," she said. "Also, addition of the District of Columbia under the impacted areas program is a great achievement.

"The National Education Association long has maintained that there is a three-way responsibility for our public schools: local control and local revenue, reinforced by state allocations, and further assisted by federal financial participation. The measure signed into law by President Johnson this month constitutes a mark of national maturity in further recognizing the federal responsibility to help all states improve their schools for the common good of the nation."

Looking to the future, the NEA president said: "The significant educational accomplishments of the 88th Congress notwithstanding, I sincerely hope that in the 89th Congress there will be a sense of urgency to provide direct assistance to our public elementary and secondary schools to eliminate a chronic shortage of qualified teachers and of adequate classrooms. This basic foundation, upon which every education program depends, must be strengthened—and strengthened now. The nation cannot afford further years of neglect."

Official Actions Regarding Unsatisfactory Educational Conditions

Below is a current listing of names of school districts or systems where a state education association or the NEA has notified members of the profession and the public that unsatisfactory educational conditions exist.

Association	District or System
• National Education Association	Overseas Dependents Schools
• National Education Association	Utah public schools

When an association officially reports that conditions have become satisfactory in any of the above districts or systems, the NEA REPORTER will announce the action.

NAMES IN THE NEWS

R. B. Marston, who retired in 1958 after 15 years with the NEA, died October 12 at his home in Thurmont, Maryland. Mr. Marston had served as director of NEA's Division of State and Federal Relations and of NEA's Membership Division. Previously he had been executive secretary of the West Virginia Education Association. . . . **John Lester Buford,** former NEA president, retired last June as superintendent of schools in Mt. Vernon, Illinois. . . . **Roy A. Archibald** of California has been appointed NEA's west coast regional representative. He has been the Association's west coast legislative consultant since 1958 and is combining that post with the new one. . . . Appointed NEA east coast regional representative in New York City is **Thomas J. McLernon,** who has been assistant director of NEA's Division of Adult Education Service for four years. He takes the place of **Eric Rhodes,** who resigned this summer to join Educational Research Services at White Plains, New York. . . . Added to the NEA Urban Project staff as urban field service representatives are **David E. England,** to work out of Detroit and St. Louis with associations in Michigan, Indiana, and Illinois; **Ralph J. Flynn,** to work out of Boston with associations in New England and upstate New York; and **Robert E. Stahl,** to work out of Philadelphia with associations in Marvland, New Jersey, and parts of Pennsylvania. Of the eight representatives, one, to be based in San Francisco, is yet to be chosen. . . . **Mary Condon Gereau,** NEA Federal Relations Division staff, requested and was granted annual leave to work on a volunteer basis as executive director of the National Organizing Committee of Educators for Johnson and Humphrey.

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Judge Dismisses NEA Suit on Overseas Schools

NEA's lawsuit asking for higher salaries for teachers in overseas schools was dismissed by a U.S. District Court judge on November 12. The judge suggested that the battle for improved salaries might more properly have been taken to Congress.

An appeal to the U.S. Court of Appeals may be made within 30 days.

The lawsuit—pressed jointly by NEA, the Overseas Education Association, and three overseas teachers—asks that teachers' salaries in the schools which serve the children of servicemen abroad be comparable to salaries earned in cities in the United States. The Defense Department has maintained that Congressional per pupil limitations remove the mandate of the Teachers Pay Act which would offer higher salaries.

Meanwhile, the American Legion has backed NEA's concern about the quality of the U.S. Overseas Dependents Schools. The Legion's national convention this fall unanimously approved a resolution to "take appropriate action to secure and maintain a school system for children of military personnel abroad that would provide educational opportunities equal to those found in the better public elementary and secondary schools of the United States."

The Legion's resolution cited such overseas schools problems as the high rate of teacher turnover due to inadequate salaries, a lack of specialized personnel, inadequate and unsafe facilities, lack of provisions for teaching handicapped or superior children, and shortages of supplies and up-to-date textbooks.

100,000 Teachers Now Serve Under Professional Negotiation Agreements in 346 U.S. Districts

An estimated 100,000 teachers in 346 school districts throughout the United States are now serving under written professional negotiation agreements officially adopted by their boards of education, the NEA Office of Professional Development and Welfare announced this week. This is an increase in six months of about 100 in the number of districts operating under negotiation procedures and includes only those agreements already recorded at NEA Center. The districts covered range from large cities such as Denver, Miami (Dade County), and San Diego to small towns such as Old Saybrook, Connecticut, and Monroe, Washington. The vast majority of the agreements were reached through negotiation with school boards. A few followed elections in which local professional associations were chosen over teacher unions to represent the teachers.

Thelma F. Davis, president of the NEA Department of Classroom Teachers, predicted this week that before the school year is over the number of professional negotiation agreements will double again.

Wave of the Future

"Without question," she said, "professional negotiation is the wave of the future as well as the hope of the present. The movement toward this professional goal for all school districts gathers momentum with each passing day.

"We are especially gratified to note that almost half of all the agreements coming to our attention have some built-in procedure for resolving possible disagreement among the parties."

Professional negotiation is a set of procedures to provide an orderly method for teacher associations and school boards through professional

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Inside This Issue

Waterbury, Connecticut, association president tells results of teachers' struggle there. **See page 2**

Health educators urge school efforts to cut down smoking. **See page 2**

Utah teachers work hard to elect legislators favorable to quality schools. **See page 3**

State associations fight for many ballot issues. **See page 3**

60,000 teachers help speed election returns to nation. **See page 5**

NEA initiates study in Louisville after tax levy loss. **See page 6**

Integration moves taken in Texas, Virginia, Chattanooga. **See page 6**

Adult education's role in fighting poverty stressed. **See page 7**

Names in the news. **See page 8**

Board Approves Teacher Election In Philadelphia

The Philadelphia Board of Education has approved the Philadelphia Teachers Association request for an election to determine an exclusive teacher representative. The board, at a meeting November 4, authorized Philadelphia Superintendent of Schools C. Taylor Whittier to present recommendations for running the election, including setting a date for it, at the board's December meeting.

The board approval came one day after the Philadelphia association had announced that it would invoke professional sanctions against the school system on December 1 if an election were not authorized.

Teacher Participation Asked

The association said on November 3 that it would apply the sanctions because it believed that "teacher participation through a duly elected exclusive representative with the superintendent and the board of public education in the determination of school district policy is of fundamental importance in the improvement of teaching conditions, salaries, and all other aspects of professional service."

The association also pointed out that current surveys conclusively indicate that pupils in the public schools of Philadelphia rank below urban and national norms in writing, mathematics, reading, science, and social studies, and that "a sharp improvement in teaching conditions is absolutely essential to correct the present low educational standards in many schools."

$10 Million for Salaries

The school board, also at its November 4 meeting, approved a $10 million package for increases in Philadelphia teachers' salaries, an increase that the Philadelphia Teachers Association had been strongly urging. Prior to the board meeting, the association had called on all its members to write to the chairman of the board's budget committee to urge approval of the increase.

Marion L. Steet, association president, and John J. Zaccaria, chairman of the association's salary and school finance committee, presented the association's salary proposal at the first hearing on the 1965 budget called by the board.

Johnson Policy Paper Puts Education First on Agenda, Calls for Extensive Support of America's Public Schools; Document is Praised by NEA Executive Secretary Carr

President Johnson this month issued a policy paper pledging to put education "at the head of our work agenda" and calling for a minimum of 400,000 new classrooms and 800,000 new teachers in U.S. public schools in the next five years.

The Presidential paper said the classrooms are needed "to eliminate overcrowding and replace unsatisfactory facilities" and the teachers are needed "to keep up with our expanding enrollments and to replace those teachers who retire or resign—and we need to increase incentives so that our best people will be attracted to the teaching profession.

"But most of all," the paper says, "we must provide a good education for every boy and girl—no matter where he lives."

NEA Executive Secretary William G. Carr said the Johnson policy paper was "one of the strongest statements on public education ever issued by a modern President." He added that NEA would cooperate to the full with any legislative program to support the public schools of the nation.

The Presidential paper calls for action on five fronts. First, the paper says, "we must broaden and improve the quality of our school base," including 400,000 new classrooms and 800,000 new teachers in five years.

"Second," it goes on, "we must concentrate our teaching resources in the urban slums and the poor rural areas. Our war on poverty can be won *only* if those who are poverty's prisoners can break the chains of ignorance. This means that we must give our best a chance to do their best.

"Third, we must expand and enrich our colleges. Our college enrollment is due to double within this decade. It will reach almost nine million by 1975, and will probably expand to four or six times its present size before this century ends.

"Fourth, we must recognize that education is a lifelong process. In today's world, we cannot neglect the adult's need for schooling to keep up with technology.

"Fifth, we must strengthen our state and community education systems. We do not intend to forsake our tradition that schools and colleges should be controlled at the local level.

"This is neither new nor radical," the paper concludes. "The late Senator Taft declared, 'Education is primarily a state function—but in the field of education, as in the fields of health, relief and medical care, the Federal Government has a secondary obligation to see that there is a basic floor under those essential services for all adults and children in the United States.'

"Every President from Franklin Delano Roosevelt to John Fitzgerald Kennedy worked to build that floor. I plan to get on with the task."

The Aftermath of Sanctions In Waterbury, Connecticut: Gains for Pupils, Teachers

Waterbury, Connecticut, fought a war with itself for more than one year. The cause was the schools; the soldiers were the teachers, the politicians, and the citizens of the city; the weapons were investigations, elections, and sanctions.

The city won its war early this year; the armistice was signaled by the lifting of sanctions against the city by the Connecticut Education Association, after the city's aldermen voted to levy a special tax to support the schools.

Now, nearly two years after the fighting began and ten months since the educational struggle ended, what is it like to live and teach in Waterbury? Was the struggle worth the effort?

Henry Capozzi, serving his second term as president of the Waterbury Teachers Association, wrote to NEA Center this fall with the answer. "We have not yet been able to put down on paper all the good things that have come to pass since last February," he said. "We are presently preparing a list of educational gains which we intend to use in a message to the public, telling them what their tax dollars have done for the children in the public schools of Waterbury.

"Some of the most important gains," he said, "have been these:

"Our high school children now have four additional guidance teachers to help them.

"Three new reading teachers have been hired to help the children in the first four grades.

"Our schools have never been kept so clean . . . Our windows are kept in repair and all windows have workable shades. We have had new roofs installed on three of our buildings that had leaks for years. Many of our classrooms have been painted. Furnaces have been cleaned and repaired —some for the first time in years.

"We have been receiving supplies and textbooks like never before. Some of our high school classes even received workbooks. We now get all the paper we request—this includes white, manila, and mimeograph paper and stencils.

"The Board of Education has adopted WTA's suggested procedure for a professional negotiation policy.

Above All, Teacher Respect

"Above all," says the WTA president, "the teachers are now respected . . . Education is constantly discussed by many of the service clubs, and the Chamber of Commerce and the Junior Chamber of Commerce have instituted programs to help the dropout . . . It's sure an eye-opener to see how many of our old enemies are now defenders of public education and apostles preaching the need for more to be done.

"Much is still happening," Mr. Capozzi concludes. "We have many mutual plans in the works with the Board of Education, including the possible adoption of our Code of Ethics."

These are Mr. Capozzi's answer to the question: Was the struggle worth it?

And earlier he wrote to NEA Center saying, "We could not have done it alone. This victory, so significant for education in Waterbury, was won through united professional effort with the active assistance and support of CEA and NEA from the start."

Omaha Association Sets Up Foundation For Gifts, Bequests

Omaha Education Association members have established a foundation to carry on the welfare and educational activities of the organized teaching profession in that city. The newly incorporated OEA Foundation is set up as a separate entity to achieve tax-exempt status for gifts and bequests made to it.

It had long been the dream of the late Frank C. Heinisch, OEA executive secretary, that through such a foundation teachers could accept and disburse funds for charitable purposes for scholarships to worthy students at all levels of education, and for other worthy causes related to teachers and teaching. Contributions would come from teachers and friends of teachers as memorials, gifts, and bequests. Mr. Heinisch brought the proposal to the OEA Board last spring at the suggestion of a number of retired teachers who wished their estates to go for worthy teacher-related purposes after their death.

Most immediate project of the foundation will be the raising of $15,000 for the establishment at OEA Manor, the association's apartment building for retired teachers, of a complete health care center for retired teachers who need nursing care. The center is to be known as the Frank C. Heinisch Health Care Center.

1964-65 NEA Theme—"Education for World Responsibility"

THE TOPIC—EDUCATION AND WOMEN'S LEADERSHIP: "Education is one of the prime requisites for full utilization of one's rights and responsibilities as citizens," **NEA President Lois V. Edinger** told the more than 100 guests at the tea given in her honor at NEA Center last month by the District of Columbia Council of Administrative Women in Education. In a short address, Dr. Edinger also said: "The times are propitious for women to assume positions of leadership. Women are preparing themselves in increasing numbers for positions of leadership and administrative responsibility. I sense this trend in other countries of the world today." In the receiving line with Dr. Edinger above are **Wilhelmina Hill** (left) of the U.S. Office of Education, president of the D.C. Council, and **Mrs. William G. Carr** (right), wife of the NEA executive secretary.

Health, Physical Education Association Urges Schools Act To Cut Smoking

Alerting children to the dangers of smoking is the school's responsibility and teachers should take steps to help children see these dangers, the American Association for Health, Physical Education, and Recreation said this month. The AAHPER statement was approved by its Board of Directors and is official association policy.

The policy urges a four-fold approach: awareness by teachers that their smoking sets a poor example, recognition that education about smoking must begin in the preteen years, utilization of the motivational potential of sports to get children to refrain from smoking, and elimination of the practice of schools providing facilities for student smoking.

The policy statement urges "all school personnel who smoke to recognize the inevitability of education by example, and to take appropriate action to provide an image consistent with the facts regarding smoking and health."

The statement also urges "a program of instruction throughout the primary grades emphasizing experiences which will provide children with an opportunity to develop the foundations essential to self-understanding and self-acceptance."

Those responsible for sports programs, the statement says, should use the motivational potential of sports participation "in educating youth to refrain from smoking during those years when the decision to smoke or not to smoke is most likely to be made."

Finally, the statement recommends "that all schools presently providing facilities for smoking re-examine this practice and take appropriate steps to eliminate such facilities."

PLANNING PROGRAMED MATERIALS FOR DEAF CHILDREN: The NEA Project To Improve Language Instruction of Deaf Children has negotiated a contract with the Ohio State University Research Foundation and with the Rochester School for the Deaf to develop programed materials for the teacher's use in supplementary instruction. The programs will be based on a first-level curriculum outline which was prepared by a group of six experts during an NEA Center meeting this summer. Among the production specialists discussing the next steps in the project at an orientation conference at the University of Pittsburgh in September are (left to right): **Elizabeth Guilfoile,** professional writer of stories for children, Fort Thomas, Kentucky; **Joan Smith,** chairman of the project's resource committee and resource teacher of the Alexander Graham Bell Elementary School, Chicago; **Lorna Willard,** trained programer of the Rochester (New York) School for the Deaf; and **Mary Lou Rush,** research associate, Department of Speech, Ohio State University Research Foundation. Miss Willard and Miss Rush will program the project's language instruction materials for deaf children.

Modern Math Booklets Selling Like Hotcakes, 16,000 Already Gone

With no advance promotion, 16,000 booklets for elementary school teachers published by the National Council of Teachers of Mathematics, NEA, had been sold by mid-October. This, NCTM leaders believe, is some sort of a sales record.

James D. Gates, NCTM executive secretary, reports that availability of the new series was announced during a Minnesota summer conference in Minneapolis and suddenly the national office was swamped with orders.

The series of eight booklets is designed to help teachers acquire the necessary mathematics background to teach one of the so-called modern mathematics programs.

State Associations Fight for Ballot Issues

School Proposals High in Interest; Teacher Groups Active in Nation

State education associations across the nation, with a few exceptions, were successful in their support or opposition of measures presented on state ballots during the general election November 3.

Perhaps the most publicized was the overwhelming defeat by almost three to one of a proposal to set up a lottery system in California. The California Teachers Association was among those opposing the lottery measure because, CTA said, it threatened to disrupt existing school finance programs and contradicted CTA policies on school finance.

A private corporation would have had a ten-year monopoly in conducting the lottery and would have received 13 percent of all ticket sales for operational expenses and profit. The defeated proposition further would have mandated that the state superintendent distribute the remaining profits, designated for the schools, on the same basis to all districts and in the manner which would best contribute to reduction of existing state taxes for schools.

Passage of a companion proposition which CTA and local associations supported was another victory for the associations. This proposal makes it impossible to name a private individual or corporation to perform a governmental function.

Other measures affecting schools which passed in California and on which CTA had urged a yes vote were a $260 million state school bond issue; bonds for beaches and parks; and bonds for state construction, mostly for colleges and junior colleges.

A proposition passed by almost two to one to repeal laws prohibiting discriminatory practices in housing. CTA opposed this amendment.

Nebraska and 301

"We clobbered them," Nebraska State Education Association spokesmen said after the resounding defeat of a constitutional amendment on the Nebraska ballot. By voting no (numbered 301 on the ballot) the people retain the right to vote for a state board of education and the board's right to appoint the state commissioner of education.

Before election time, a 301 Committee in Nebraska worked vigorously urging the amendment's defeat. Heaviest responsibility for the committee's operation was borne by the Nebraska State Education Association with the cooperation of private citizens—including PTA's, the State School Boards Association, AFL-CIO, American Legion, parochial schools, and other groups.

Arizona Amendments

Successful passage in Arizona of an amendment, an enabling measure for equalization of school funds, leaves up to the legislature the writing of the actual formula to correct inequities in the distribution between rich and poor districts. With absentee ballots still to be counted, the vote was 225,709 for and 99,161 against.

Getting a record number of signatures in four weeks to put the amendment on the Arizona ballot and the way in which teachers, PTA members, and others really got out and worked, producing a record vote, resulted in the passage, Dix W. Price, Arizona Education Association executive secretary, said in summing up the results.

Amendment 101 on the Arizona ballot, on which the AEA had taken no prior position, also passed. It calls for a board of four lay members and five educators.

In a school board election in Montgomery County, Maryland, three liberal incumbents, backed by thousands of Montgomery County Education Association members working on an individual basis, won by three to one in a hotly contested race. (The Association is prohibited by its constitution from endorsing candidates.) The reelected members have previously voted

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UTAH TEAM FOR THE SCHOOLS: Utah's governor-elect, **Calvin L. Rampton,** met with Utah school leaders on November 4. In the photo here are (left to right): **T. E. Bell,** state superintendent of public instruction; **Daryl Long,** executive secretary, Utah School Boards Association; **Mr. Rampton;** Utah Education Association's executive secretary, **John C. Evans, Jr.;** UEA's president, **Robert Kreuger; Lila Bjkorland,** legislative chairman, Utah Congress of Parents and Teachers; and **Lynn M. Bennion,** Salt Lake City superintendent of schools. Governor-elect Rampton has pledged to give priority consideration to bills for the improvement of education when the Legislature opens in January.

Utah Teachers Work Hard for Election of Legislators Favorable to Quality Schools

The Utah Education Association—which last May asked NEA for and got national sanction action aimed at improving education in the state's schools—played a significant role in the election and re-election of at least 24 Utah legislators this fall and has won a pledge of school support from Utah's new governor-elect.

Education was a major factor in many of the Utah races. A public-opinion poll sponsored by UEA and NEA showed that in September Utah's citizens saw their schools as their number one internal problem.

Utah schools have been the center of controversy since at least March 1963, when UEA members voted to interrupt contract negotiations for the coming school year in an effort to get more funds for quality schools. UEA action, combined with an NEA Professional Rights and Responsibilities Commission study, kept the spotlight on the schools through the 1963-64 school year.

When Governor George D. Clyde refused to follow the recommendations of his own committee to improve the schools, UEA asked NEA to invoke sanctions. The sanction action remains in effect.

The Utah Council for the Improvement of Education, organized last April as the political action arm of the UEA, took an active part in this fall's election campaign. The Council raised some $38,000 from teachers to help candidates friendly to education.

The Council supported Calvin L. Rampton, who now has won the governorship. Rampton carried Utah with 57.1 percent of the vote, a higher percentage than President Johnson received in the state.

Senator Frank E. Moss, incumbent Democrat, also campaigned on the school issue and gave strong support to the idea of federal aid to education. His total vote also topped Johnson's in the state.

Eleven of the 24 winning candidates backed by the Council for the Improvement of Education are teachers or retired teachers.

One of the biggest upsets in the Utah House race was the victory by Moroni L. Jensen, principal of Cyprus High School in Granite District and twice UEA president, who won by more than 700 votes over incumbent Clarence L. Rockwood.

Another UEA past president, M. James MacFarlane, principal of Jordan District, regained a seat in the House he lost in 1961. He is a member of NEA's National Commission on Safety Education.

Administrators Project Planned for Colleges

Six junior administrators from Nepal, Pakistan, the Philippines, Nigeria, Indonesia, and Kenya are scheduled to come to the United States to serve as special assistants to administrators of teacher education colleges. The internship program is sponsored by the American Association of Colleges for Teacher Education, NEA, under an Agency for International Development (AID) contract.

The four presidents, one vice-president, and one dean who will supervise the interns met at NEA Center last month to plan the six-to-nine month program. The Americans have since made brief overseas trips to become acquainted with the interns, their countries, and the conditions under which they are working.

The foreign teacher educators will participate actively in the day-to-day administration of these institutions: Idaho State University, Pocatello; Marshall University, Huntington, West Virginia; Plymouth State College, Plymouth, New Hampshire; State University of New York, College at Buffalo; Wilmington College, Wilmington, Ohio; and Wisconsin State University, Stevens Point.

Conference on School Transportation Will Focus on Aspects of Bus Safety

The 1964 National Conference on School Transportation, seventh in a series of national meetings held every four or five years since 1939, is scheduled for December 1-4 at NEA Center. The conference will be administered by the NEA National Commission on Safety Education with funds provided by the Automotive Safety Foundation. Other sponsors are the American Association of School Administrators, Council of Chief State School Officers, NEA Department of Rural Education, and the U.S. Office of Education.

USOE estimates that more than 200,000 vehicles are used daily in transporting some 14 million children to and from school at an annual public expenditure approaching $600 million.

With further increases forecast for the next decade, reports Norman Key, Safety Commission secretary, the provisions developed by the previous conference, in 1959, need updating and improving in order to assure the greatest possible safety and economy in the operation of the school transportation service in every state.

Invited to the conference are delegations named by state departments of education, representatives of school bus manufacturers and national organizations concerned with safety, college and university personnel, and technical consultants.

The conference will deliberate and then act upon specific proposals developed over the past several months by five special committees on the following subjects: school bus body and chassis construction, electrical system, bus driver selection and instruction, accident reporting, and suggestions for developing school bus purchasing specifications.

Hebron, Connecticut, Association Victorious over Union, 29 to 16

In an election held October 23, the RHAM Education Association won the right to negotiate for all teachers at Rham Regional High School (Regional District No. 8—Andover, Hebron, and Marlborough), Hebron, Connecticut. The vote was 29 for the association to 16 for the teacher union. With this local affiliate success, the Connecticut Education Association won its sixth consecutive referendum victory.

Shriver Asks Recreation, Physical Education Plans To Aid Mentally Retarded

Sargent Shriver, head of the federal anti-poverty program and the Peace Corps, and Mrs. Shriver, speaking to the Board of Directors of the American Association of Health, Physical Education, and Recreation, NEA, November 4, made a special plea for the Association's help in developing physical education and recreation programs for mentally retarded children. The board was holding its annual fall meeting at NEA Center.

Mrs. Shriver, representing the Joseph P. Kennedy, Jr., Foundation, said there was particular need for leadership training and on-the-job training programs to prepare teachers who will qualify for this work. She said the Foundation would be glad to help in getting such programs under way.

Echoing his wife's concern, Mr. Shriver said: "No one would put blind children out on a playing field without proper supervision, but the mentally retarded are out there straggling around on playgrounds all over the country. The discrimination against them is a serious problem."

Mr. Shriver, who is also executive president of the Kennedy Foundation, said, "There is no question but that sports and games are one of the best means of expressing new ideas to the world. Coaches and recreation people are welcome in countries where other persons are not permitted to go."

News Briefs

NEA To Cooperate on Human Rights Year

NEA has promised to cooperate with the United Nations in encouraging the observance of 1968 as Human Rights Year, NEA Executive Secretary William G. Carr said last week. Ambassador Franklin Williams, United States Representative to the United Nations, personally asked for NEA support of the observance.

Urban Educators Invited to Workshop

Urban school systems and urban education associations are invited to send participants and observers to a workshop on the role of the teacher in the inner-city school, Arnold Wolpert, director of NEA Urban Services, announced this week. The workshop is scheduled for December 3-5 at NEA Center and is co-sponsored by Urban Services and the NEA Dropout Project.

Interested persons may write or telephone Urban Services.

Carr Awarded Certificate In Guadalajara

At the fourth annual meeting of the "People to People" Board of Trustees in Guadalajara, Mexico, this fall, NEA Executive Secretary William G. Carr received a certificate of appreciation from the president of the municipality. "In consideration," the certificate says, "for the high human and cultural merits and friendship for Mexico which are combined in Dr. William Carr."

Iowa Teachers Honor 'Mr. Novak' Series

The Iowa State Education Association has presented an Award of Merit to the NBC-TV *Mr. Novak* series for its "portrayal of the true image of the teacher." The award, given at the association's meeting last month in Des Moines, was accepted by Angus Robinson, an NBC executive, on behalf of E. Jack Neuman, the program's creator and executive producer.

DON'T DENY YOURSELF THE PROTECTION OF YOUR NEW NEA INSURANCE

nea INSURANCE TRUST

Now is the Time — Effective Dec. 1st

PLAN C*/ THE REMARKABLE NEA INSURANCE PLAN FOR MEMBERS BECOMING INSURED BEFORE AGE 60.

HERE'S WHAT IT PROVIDES:

Age of Member at Time of Claim	Life Insurance	Additional Accidental Death Benefit	Monthly Disability Income Benefit (1)
Less than 35	$20,000	$20,000	$100
35 less than 40	17,500	17,500	100
40 less than 45	15,000	15,000	100
45 less than 50	12,500	12,500	100
50 less than 55	10,000	10,000	50
55 less than 60	7,500	7,500	50
60 less than 65	6,000	6,000	None
65 less than 70	4,500	4,500	None

*Not available in Ohio and Texas. (1) After being totally disabled for over 9 months, a maximum of 48 payments—and not beyond age 62.

INCLUDING PAID-UP INSURANCE FEATURE

- For members insured prior to age 50, this Plan provides paid-up life insurance when they retire or cease to be insured for any other reason—up to a maximum of $1,500 after 21 years of contributions.
- For members ages 50-59, the amounts of paid-up insurance will depend upon age when becoming insured with a maximum of $1,400 and a minimum of $500.
- A member's paid-up insurance will continue for the balance of his lifetime **without any further contribution** or may be surrendered for its cash value.

SEMI-ANNUAL CONTRIBUTION FOR MEMBER'S PLAN C BENEFITS

Age of Member on Semi-Annual Due Date	For Personal Insurance
Less than 50	$40
50 less than 70	$65 ($40 after being in Plan C 21 years)

DEPENDENTS LIFE INSURANCE* AVAILABLE FOR NEA MEMBERS UNDER PLANS A, B, OR C

NOW—LOW-COST PROTECTION FOR YOUR WIFE/ HUSBAND AND ALL YOUR ELIGIBLE CHILDREN.

DEPENDENTS LIFE INSURANCE* (Optional)

Age of Member at Time of Claim	Life Insurance for Spouse	Life Insurance for Each Child
Less than 50	$2,500	$1,000
50 less than 60	1,250	1,000
60 less than 70	750	750

SEMI-ANNUAL CONTRIBUTION

Age of Member on Semi-Annual Due Date	For Spouse (Optional)	For 1 or More Children (Optional)
Less than 30	$2.20	$1.50
Over 30—under 70	5.60	1.50

*Dependents Life Insurance is not available in Ohio and Texas, nor to dependents already covered by NEA Insurance Program.

ANOTHER NEW FEATURE:

10%† TEMPORARY INCREASE IN ALL DEATH BENEFITS AT NO ADDITIONAL COST TO YOU. (Increase Does Not Apply to Dependents)

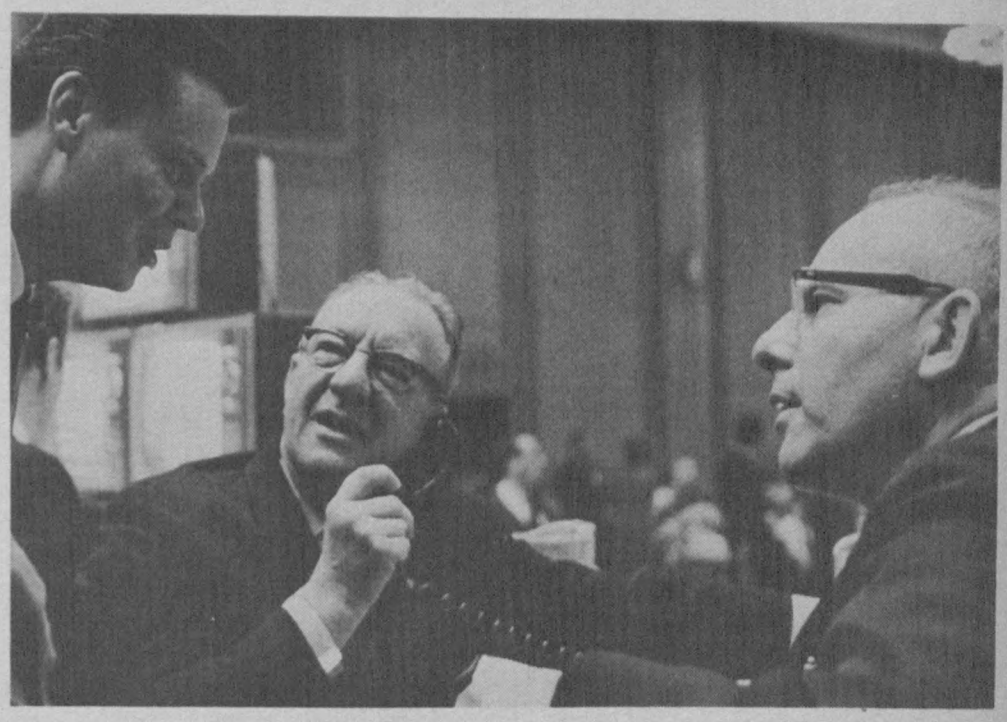
Example: If you are insured for $15,000, you will have a $16,500 Death Benefit PLUS a $16,500 Accidental Death Benefit.

[For all NEA members insured under the NEA Insurance Program on or before December 1, 1964, this temporary increase will apply from December 1, 1964 until April 1, 1966 (16 months).]

†7½% (i.e. $1,500) for members insured for $20,000 under PLAN C (to conform with legal limits).

(Plan C, Dependents Life Insurance and the 10% Temporary Increase will become effective December 1, 1964. To make certain you are insured on that date, ENROLL TODAY.)

ON THE PHONES ELECTION NIGHT: Education association members from many parts of the nation served November 3 and November 4 to help get election results tabulated and to the public. In the photo in the upper right, two New York State Teacher Association public relations officials—**Clayton Rose** (center) and **Ira Freedman** (right)—confer with the state's Network Election Service Manager, **Ted Kamp** of CBS. They are talking in the ballroom of the Hilton Hotel in New York City, where returns from more than 12,000 polling places were sent on election night. Above, **Student NEA members** from Trenton State and Rider Colleges man tabulating tables at a special election headquarters set up in the New Jersey Education Association building. NJEA teacher-reporters in 4,500 voting places telephoned results to this center.



Over 60,000 from 24 NEA Affiliates Help Nation Get Fast Election Results

More than 60,000 teachers from 24 state education associations affiliated with NEA gave their time as a public service on election night to speed election results to news outlets—and their remuneration, for the most part, will go into scholarship funds. Teachers were recruited by the Network Election Service (NES), organized by the television networks and wire services, to man telephones as polling places closed and to relay ballot results to central headquarters in each state.

In New York State, for example, a teacher served in each of the 12,444 electoral districts; in Pennsylvania there were 10,000; in Ohio, 8,000; New Jersey, 4,500; and in the District of Columbia, where residents were voting in a presidential election for the first time, 100 teacher-reporters were on duty.

Most state education associations report plans to use the money earned by the teachers for scholarship funds.

In addition to those named earlier, the following state education associations participated in the election night effort: Delaware, Illinois, Indiana, Iowa, Kentucky, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, New Hampshire, New Mexico, Oklahoma, South Carolina, South Dakota, Vermont, Virginia, and West Virginia.

FILL OUT AND MAIL THIS COUPON TODAY ➡

STILL AVAILABLE • STILL EXCELLENT

PLAN A/ EXPANDED TO INCLUDE DISABILITY INCOME COVERAGE AFTER 1 YEAR UNDER THE PLAN.

Age of Member at Time of Claim	Life Insurance	Monthly Disability Income Benefit*
Less than 50	$5,000	$100
50 less than 60	2,500	50
60 less than 70	1,500	—

*After being totally disabled for over 9 months, a maximum of 48 payments—and not beyond age 62.

PLAN B/ HIGHER AMOUNTS OF INSURANCE PLUS A VALUABLE ACCIDENTAL DEATH BENEFIT.

Age of Member at Time of Claim	Life Insurance	Additional Accidental Death Benefit	Monthly Disability Income Benefit
Less than 50	$10,000	$10,000	Same as Plan A
50 less than 60	5,000	5,000	Same as Plan A
60 less than 70	3,000	3,000	— — —

SEMI-ANNUAL CONTRIBUTION:

Age of Member on Semi-Annual Due Date	Plan A	Plan B
Less than 30	$ 4.55	$ 9.10
Over 30—under 70	11.30	22.60

If you are not yet insured, please complete the enrollment form and make check payable to NEA INSURANCE TRUST for your initial 3-month contribution. (This contribution is one-half the semi-annual contribution).

Mail completed Enrollment Form and check for initial contribution (½ semi-annual contribution) TODAY to:

NEA INSURANCE TRUST
P.O. BOX 2013
WASHINGTON, D.C. 20013

For more information about these plans, write to the NEA Insurance Trust.

STATEMENTS BY MEMBER TO BE INSURED—National Education Association Life Insurance Plan

(Please print all answers)

1. NAME OF MEMBER? ..... (Last / First / Middle Initial)

2. SEX? ☐ Male ☐ Female

3. DATE OF BIRTH? ..... (Month / Day / Year)

4. ARE YOU A U.S. CITIZEN? Yes ☐ No ☐

5. RESIDENCE? ..... (No. / Street / City / (Zone) / State)

6. Your Beneficiary? - Full Name, Example: Mary A. Doe, NOT Mrs. John J. Doe ..... (First Name / Middle Initial / Last Name / Relationship)

7. RESIDENCE OF BENEFICIARY? ..... (No. / Street / City / (Zone) / State)

8. Are you a member of the National Education Association of the U.S.A.? ☐ Yes ☐ No

9. Are you a member of a state educational ass'n. affiliated with N.E.A.?
☐ Yes—Name of state ass'n. .....
☐ No

10. Are you now engaged in educational activity with principal employment income from an educational institution or a national, state or local educational association or a public educational agency? ☐ Yes ☐ No

11. Personal Insurance—Indicate action desired:
(a) If you are *not* now covered under the N.E.A. Plan, Check coverage desired: ☐ Plan A ☐ Plan B ☐ Plan C
(b) If you are *already* covered under the N.E.A. Plan, enter your Plan Identification Number..... *and* check one of the following:
☐ I wish to transfer to Plan C
☐ I wish to transfer to Plan B
☐ No change desired in my personal insurance.

12. Dependents Life Insurance—Check one:
(a) ☐ I have no eligible dependents.
(b) ☐ I wish to cover my spouse and eligible children*.
(c) ☐ I wish to cover my spouse.
(d) ☐ I wish to cover my eligible children*.
(e) ☐ I am not enrolling my dependents.
*Unmarried children less than 21 years old.

13. Complete if 12 (b) or 12 (c) above is checked:
Name of Spouse: ..... (First Name / Middle Initial / Last Name)

14. Complete if 12 (b) or 12 (d) above is checked:
(a) Number of eligible dependent children: .....
(b) If any of the children in 14 (a) had a hospital confinement during the past 12 months, give child's name and details of confinement: .....

ITEMS 15 THROUGH 19 AND 24 BELOW TO BE COMPLETED BY MEMBER ENROLLING FOR PERSONAL INSURANCE UNDER PLAN A, PLAN B OR PLAN C; OTHERWISE OMIT.

15. Have you ever been treated for or had known indications of: (Answer each item "Yes" or "No")

	Yes	No		Yes	No		Yes	No
(a) heart condition	☐	☐	(c) nervous disorders	☐	☐	(e) cancer	☐	☐
(b) high blood pressure	☐	☐	(d) diabetes	☐	☐	(f) tumors	☐	☐

16. Do you have any known physical impairments, deformities, or ill health not covered by item 15 above? ☐ Yes ☐ No

17. Have you within the past 5 years consulted or been attended by a doctor or other practitioner (disregard routine exams, in employment)? ☐ Yes ☐ No

18. Are you now actively employed and physically able to perform all the duties of your occupation? ☐ Yes ☐ No

19. Have you ever been denied N.E.A. Life Insurance? ☐ Yes ☐ No

ITEMS 20 THROUGH 24 TO BE COMPLETED ONLY IF *SPOUSE* IS BEING ENROLLED FOR DEPENDENTS LIFE INSURANCE; OTHERWISE OMIT.

20. Has your Spouse ever been treated for or had known indications of: (Answer each item "Yes" or "No")

	Yes	No		Yes	No		Yes	No
(a) heart condition	☐	☐	(c) nervous disorders	☐	☐	(e) cancer	☐	☐
(b) high blood pressure	☐	☐	(d) diabetes	☐	☐	(f) tumors	☐	☐

21. Does your Spouse have any known physical impairments, deformities, or ill health not covered by item 20 above? ☐ Yes ☐ No

22. Has your Spouse ever been denied coverage under the N.E.A. Life Insurance Plan? ☐ Yes ☐ No

23. Spouse's Date of Birth? ..... (Month / Day / Year)

24. What are the complete details of all "Yes" answers to Questions 15, 16, 17, 19, 20, 21, 22 and a "No" answer to Question 18?

NAME OF PERSON	QUESTION NO.	CONDITION, DETAILS AND NUMBER OF ATTACKS (IF OPERATED, SO STATE)	DURATION OF DISABILITY	COMPLETE RECOVERY MONTH	COMPLETE RECOVERY YEAR	NAME AND ADDRESS OF PHYSICIANS AND HOSPITALS

I declare above statements and answers are complete and true and understand they are the basis for providing life insurance under a policy (or policies) issued by The Prudential Insurance Company of America and owned by the N.E.A. Insurance Trust, in which I will participate upon becoming so insured. I agree to Prudential's right to ask me or my eligible dependents to be examined at its expense by a physician assigned by it. All concerned are authorized to give Prudential any information requested regarding my or my eligible dependents' past medical attendance, advice or hospitalization.

Semi-Annual Contribution For:
Member's Coverage $.....
Children's Coverage $.....
Spouse's Coverage $.....
Total $..... ÷ 2 = $..... Initial Contribution

Enclose check payable to "N.E.A. Insurance Trust" for this amount.

ORD 30867 ED 7-64 Date Signed....., 19..... Signature of Member.....

N.E.A. INSURANCE TRUST AGREEMENT provides among other things: purpose is to establish and maintain Fund providing insurance through insurance carrier policy(ies) for Association members enrolling as participants; administration is by Trustees appointed by Association who determine participation eligibility conditions and control insurance plan's administration and Fund's use; participants make payments to Trust as required to provide insurance and administer Trust; Trustees are not liable for action pursuant to Trust in good faith taken or omitted, or any act taken or omitted by any agent, employee or attorney of Trustee. Any payment by a member not accepted for participation will be returned without further obligation. Insurance is, as to effective date and every other respect, subject to terms of policy(ies) providing such insurance.

N Dec. FOR TRUSTEES' USE ONLY Iden. No. Eff. Date

NEA Study Initiated After Louisville Tax Levy Defeat

Deteriorating educational conditions in Louisville, Kentucky, capped by the rejection November 3 by voters of a tax levy for the schools, has led to the initiation of an NEA study of that city's schools.

The Delegate Assembly of the Louisville Education Association, meeting after the election, overwhelmingly voted to request NEA assistance. The interim committee of NEA's Professional Rights and Responsibilities Commission agreed on November 9 to put machinery into motion for an investigation.

The levy turned down by Louisville voters was proposed by a citizens' committee, endorsed by the Chamber of Commerce, and actively supported by the Louisville teachers.

On November 9 schools were closed in Louisville for a meeting of the LEA; the school board gave teachers administrative leave. The association has proposed a cigarette tax, a sales tax, or an adequate occupational tax as an alternative to the levy rejected on November 3.

A preliminary inquiry, made by NEA PR&R officials several months ago, showed not only that Louisville teachers' salaries were low but that as much as 95 percent of the operating budget goes for salaries. "This means," the PR&R Commission said, "that the remainder of the program is being starved to keep the salary schedule from dropping even lower."

Teachers Associations In Texas and Virginia Act on Desegregation

The 90,000-member Texas State Teachers Association voted at its convention last month to remove racial restrictions to membership. The TSTA House of Delegates adopted a constitutional change deleting the word "white"; the change passed without debate.

The Virginia Education Association took a step toward desegregation at its annual convention last month when delegates voted to allow Negro members of affiliated local associations to join VEA. The action means that Negro members of desegregated local associations in the state may join VEA. Three VEA-affiliated local associations are now desegregated, those in Alexandria, Arlington, and Fairfax.

The VEA resolution also rejects "any plan or merger of the VEA with the Virginia Teachers Association." The Virginia Teachers Association opposed the VEA move and called for joint action by the two state associations toward a merger.

Chattanooga Teachers Form Integrated Body

The Chattanooga Teachers Association on September 1 joined forces with the Chattanooga Education Association, forming an integrated professional body of approximately 1,000 members. Leadership for the movement is attributed to the two immediate past presidents of both organizations: Jack Benson, CEA, and Mrs. Charlie Mae Hutchings, CTA.

"Chattanooga," says Mrs. Hutchings, "has the distinction of being an All-America City, and certainly educators are doing their part in helping to maintain such an image."

State Associations . . .

(Continued from page 3, column 2)

for allowing MCEA to conduct professional negotiations in the county.

A total of 595 bond issues and tax levies faced Ohio voters on election day. The bonds passed all across the state, including a $34,650,000 bond for the Columbus schools, $15.3 million for Dayton, and $7 million for Middletown. Big tax levies passing on the ballot included more than two dozen school districts asking voters to approve above 10 mills. In Garfield Heights, a Cleveland suburb, voters approved a total of 22.5 mills; in Strongsville, 19.7 mills; and in Fairless Local (Stark County), 17.9 mills.

Passing in Washington was a statewide issue in which $59 million was approved for school buildings. All but one or two other local and state bonds totaling $35 million also passed.

"We had a sweeping election for the schools," reports Cecil Hannan, who becomes WEA executive secretary in January. "All issues did very well, and candidates who campaigned for education from both parties were successful."

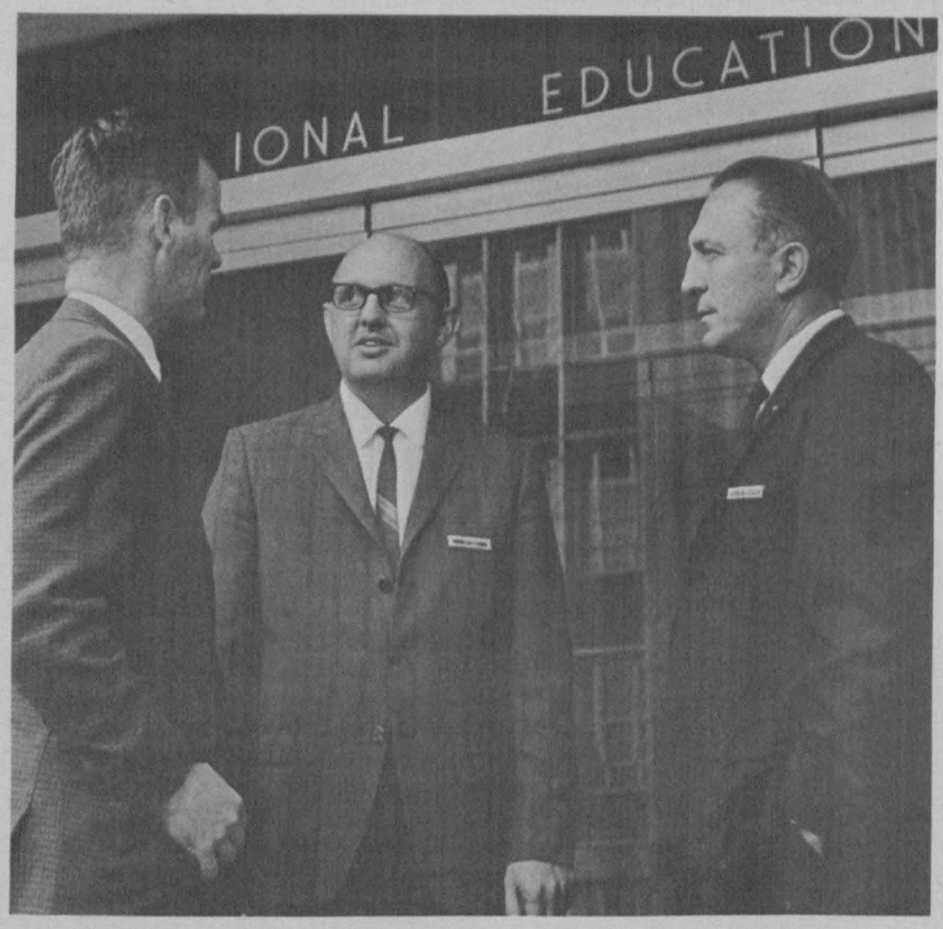
Both bond issues supported by the New Jersey Education Association passed in that state. These were a $40.1 million bond issue for higher education and a $50 million bond issue for institutions and agencies. Major credit for passage is given to a Citizens Committee for College Opportunities, including the NJEA, New Jersey state colleges, state department of education, and many other groups and individuals.

North Carolina School Bond

A North Carolina state school bond issue of $100 million passed by a three to one margin. Working for passage in cooperation with the state education associations in North Carolina were the United Forces for Education, the Division of Superintendents, the governor of the state, the state superintendent of public instruction, and a statewide steering committee headed by Sen. David Clark.

Among other states in which statewide propositions affecting schools were adopted and/or local school bond issues were successful in the general election are Alaska, Florida, Hawaii, Indiana, Kansas, Minnesota, Texas, and West Virginia.

Losing out in Oklahoma were four measures supported by OEA: to increase to 15 mills the maximum local tax rate for education; to increase beginning teachers' salaries to 75 percent of the national average for instructional personnel, reduce class size, and increase state aid for maintenance; to require high school districts to annex elementary school districts so that a 1-12 grade program could be offered in each one; and to permit high school districts too small to afford specialized services to join together for this purpose. The OEA Legislative Committee is now recommending to the OEA Board of Directors a program to submit to the state legislature.



AT URBAN MEETING IN WASHINGTON, D.C.: Thirty newly appointed urban executive secretaries and state field staff members took part in an orientation and in-service workshop last month conducted by the Office of Field Operations and Urban Services. During the five-day conference, designed to explore the services NEA provides, the urban workers looked for answers to such questions as "What do teachers really want?" and "How can professional staff people serve teachers?" Shown here during a break in the workshop are (left to right) **Walter Ross,** executive secretary, St. Louis Teachers Association; **Edgar W. Case,** executive secretary, Stockton (California) Teachers Association; and **William R. Broadhead,** director of professional service, Washington Education Association.

Bellingham, Washington, Association Trounces Union; Elections Planned In Rochester, N.Y., and Newark, N.J.

A teachers union in Bellingham, Washington, was able to muster only 5 votes last month in an election to determine the organization to represent all certificated personnel in the school. Winner in the election was the Bellingham Classroom Teachers Association, which received 183 votes.

A joint salary committee made up of BCTA, union and administrator representatives, got 106 votes. The election was held on October 8; on October 13, the Bellingham board of education agreed to negotiate with BCTA.

Richard McClure, BCTA president, said that the board resolution agreeing to negotiations with the association "promotes better teacher-school board relationships and builds better communications between the two." He added that the new procedure will help the board to consult directly with the teaching profession about matters of mutual concern.

The action in Bellingham brought to 26 the number of school districts in Washington now operating under professional negotiation agreements, many following decisive votes against AFL-CIO teacher unions.

Rochester Election

December 2 has been set as the date of a teacher representation election in Rochester, New York. The election was precipitated by a request for a professional negotiation agreement last spring, according to Arnold Cantor, president of the Rochester Teachers Association.

Cantor, who led the RTA effort for a negotiation agreement, said that the association has agreed to the December election although it has protested the school board's decision that department heads and some others on the teacher salary schedule may not vote.

Newark Election

The school board in Newark, New Jersey, has said yes to a Newark Teachers' Association request for an election to determine exclusive negotiating rights for the city's 3,200 teachers. Rules for conducting the election and a date are yet to be set.

The Newark association is pledged to work for establishment of a professional negotiation procedure.

Official Actions Regarding Unsatisfactory Educational Conditions

Below is a current listing of names of school districts or systems where a state education association or the NEA has notified members of the profession and the public that unsatisfactory educational conditions exist.

Association	District or System
• National Education Association	Overseas Dependents Schools
• National Education Association	Utah public schools

When an association officially reports that conditions have become satisfactory in any of the above districts or systems, the NEA REPORTER will announce the action.

CURRENT

What's Going On in TV, Radio, Press, and National Magazines

Television

(All times are Eastern Standard)

Mr. Novak—Tuesdays, NBC-TV, 7:30 P.M. *November 24:* "Boy Under Glass," highly intelligent Negro student neglects studies to try out for major league baseball team.

Discovery '64—Sundays, ABC-TV, 11:30 A.M. *November 29:* "What's Funny," why we laugh. *December 6:* "The Human Brain," how it functions.

Exploring—Saturdays, NBC-TV, 12 Noon. *November 28:* Los Angeles' postwar development. *December 5:* solar energy and its influence. *December 12:* human and animal communication.

World War 1—Tuesdays, CBS-TV, 8 P.M. *November 24:* "The Trenches," the Somme, 1916. *December 1:* "D-Day at Gallipoli," battle for Turkish stronghold. *December 8:* "America the Neutral," Mexican involvement.

Profiles in Courage — Sundays, NBC-TV, 6:30 P.M. *November 29:* "Thomas Hart Benton," U.S. Senator from Missouri who risked his career by opposing extension of slavery. *December 6:* "Richard T. Ely," University of Wisconsin professor accused of teaching subversive and socialistic ideas, 1894.

New York Philharmonic Young People's Concert—*Monday, November 30, CBS-TV, 7:30 P.M.:* "Farewell to Nationalism."

The Other World of Winston Churchill — *Monday, November 30, NBC-TV, 10 P.M.:* Based on his book, "Painting as a Pastime," on occasion of his 90th birthday.

Vietnam: It's a Mad War—*Tuesday, December 1, NBC-TV, 10 P.M.:* Hour-long study of our military commitment to South Vietnam.

The Nobel Prize Awards—*Saturday, December 12, ABC-TV, 7:30 P.M.:* Ceremonies in Stockholm and Oslo, and filmed interviews with the recipients.

Magazines

Atlantic — *December.* "Educating for Industry: Allentown's Vocational Program," by John T. Shuman, assistant superintendent of schools, and principal of William Allen High School, Allentown, Pennsylvania.

Harper's — *December.* Profile of Jerome S. Bruner, behavioral scientist and learning expert: "Harvard's Bruner and His Yeasty Ideas."

Parents' Magazine — *December.* "New Horizons for Retarded Children," recent discoveries and their implications; "Young Rebels With a Cause," teen-age social commitment; and a PTA program to "Keep Them Safe from Child Molesters."

Redbook—*December.* "A Redbook Dialogue: A. S. Neill and Mario Montessori," head of Summerhill School talks with son of famous Italian educator.

Reader's Digest—*December.* John Kord Lagemann's report on Elkhart, Indiana, and its economic education program for elementary grades; and "Negro Colleges: Their Product and Promise," by James Daniel.

Seventeen—*December.* "Accounting for Taste," a "Talks to Teens" feature by Rosemary Park, president of Barnard College, New York.

Good Housekeeping — *December.* Listing of "Good Books for the Young Child's Library."

Adult Education's Role in Ending Poverty Described at Conference

"We shall never capture the promise of the impoverished without a dramatic advance in adult education." This warning, sounded by Under Secretary of Labor John F. Henning, keynoted the 12th annual conference of the National Association for Public School Adult Education, an NEA department, in San Francisco, October 29-November 1.

"We know record abundance, and yet one American family in five must try to live on less than $3,000 a year," secretary Henning told the nearly 800 adult teachers who were meeting jointly with the California Association of Adult Education Administrators and the California Council for Adult Education. "This means that 9.3 million families, or more than 30 million people, know the distress of poverty midst plenty."

BRIEFING SESSION FOR ELEMENTARY PRINCIPALS: The NEA Department of Elementary School Principals briefed its newly elected representatives from 14 states and the District of Columbia during a meeting at NEA Center September 21-22. The representatives are elected by their state elementary school principals associations to provide liaison with the national department. Responsibilities of DESP state representatives were discussed, and participants took a look at the work of the department and previewed plans for the department's 1965 annual meeting. Looking at the DESP's official publication with **Helen Ferslev** (second from left), DESP president from Green Bay, Wisconsin, are state representatives **F. Robert Ellison** (left), Casper, Wyoming; **Carolyn Troupe,** District of Columbia; and **W. Donald Schwanebeck,** Baltimore, Maryland. Miss Ferslev presided at the meeting. Di Dio photo, Nat'l Ed. Assn.

Noting that "the price of poverty comes high," Henning pointed to the relationship between unemployment and educational attainment. "Persistently, two-thirds of the nation's unemployed are without benefit of high school education," he said.

John W. McCollum, former assistant to the Under Secretary of the U.S. Department of Health, Education and Welfare, told the conferees that "education for lower-class adults in the United States has largely been a failure. We are extraordinarily successful in making astronauts out of middle-aged Air Force pilots and top scientists out of good kids from good families," said McCollum, now an educational consultant, "but we are unable to make plumbers, automobile mechanics, secretaries, and nurses' aides out of disenchanted high school dropouts."

He called for "extraordinary creativity in developing new forms, styles and approaches" to adult education.

This sentiment was echoed by Whitney M. Young, Jr., executive director of the National Urban League, who stated that "our educational system must be retooled to meet these challenges so that every child—whether he lives in slum or suburb—can have the same opportunity to win a scholarship to Harvard or to Oxford."

Other highlights of the four-day NAPSAE meeting included a day-long legislative planning session of state directors of adult education, an anti-poverty session sponsored by the Adult Education Association of the U.S.A. and the University of California Extension, and 48 section meetings on topics ranging from basic education, gerontology, the uses of programed instruction and educational television to demonstrations of good teaching practices for citizenship education, vocational education, and controversial issues.

R. Buckminster Fuller Will Be Keynoter At Music Educators Media Conference Designed To Explore Teaching Methods

Keynote speaker for the Educational Media Conference of the Music Educators National Conference, an NEA department, will be R. Buckminster Fuller, noted architect-engineer, humanist, and president of Geodesics, Inc. The conference is scheduled for December 7-11 in Washington at the NEA and Office of Education Demonstration Centers.

Defining the basic purposes of the conference, Edward Maltzman, director of the project, said: "Our concern is with media as instructional tools, and with their uses in developing more efficient teaching methods and techniques in order to produce more musical learning. Thus, the conference must also be concerned with the content of musical learning, as well as with applications of learning theory to practice."

Five consultants, each an expert in his field, have accepted invitations to participate in the exploratory sessions planned for the meeting. The consultants and the media on which each will concentrate are:

Philip Lewis, director of the Bureau of Research, Development and Special Projects, Chicago Public Schools—specialized devices and instructional systems.

Robert Slaughter, senior vice-president and director of the McGraw-Hill Book Company, Inc.—new uses of printed materials.

Raymond Wyman, professor, School of Education, and head of the Audio-Visual Center, University of Massachusetts—audio materials and devices.

C. R. Carpenter, director, University Division of Instructional Services at the Pennsylvania State University, and currently on leave of absence as visiting professor of psychology, University of North Carolina—films and television.

Israel Goldiamond, professor of psychology, Arizona State University, and executive director of the Institute for Behavioral Research, Maryland—teaching machines and programed instruction.

Delegates to the Media Conference —state music supervisors and state music education association representatives—will be divided into choral, instrumental, theory, literature, and general music task force study groups.

The consultants will assist the music people in their deliberations. Through exploration, discussion, and demonstration sessions, the participants will explore the potential of media in the teaching of music, and will develop recommendations and suggestions for future steps in research, development, and dissemination activities.

"Out of the ferment that has been going on in education have come the new math, new concepts in teaching, and greater achievement on the part of learners," Dr. Maltzman said.

"It's time similar gains were made in the teaching of music and the humanities. Hopefully, the conference will be a step in this direction."

Liability Insurance Free To Members in Indiana

Every member of the Indiana State Teachers Association this year receives a $50,000 professional liability insurance policy at no extra cost. The insurance covers defense costs and damages when a teacher is faced with legal action for occurrences that result in property damage, personal injury, or death in the course of school duties.

Executive Secretary Wanted

The Mt. Diablo Unified Education Association in Concord, California, is seeking applications for the post of executive secretary. Address inquiries to Alvie L. Brunk, Box 444, Concord.

100,000 Under Agreements . . .

(Continued from page 1, column 3)

channels to negotiate on matters of common concern, to reach mutually satisfactory agreement on these matters, and to establish educational channels for mediation and appeal in the event of impasse.

NEA's guidelines for professional negotiation point out that these procedures should have six basic provisions:

1. That the board of education recognize teaching as a profession and the local professional organization as the representative of its members.

2. That education association representatives use professional channels to discuss matters of common concern.

3. That education association representatives and the board of education meet and exchange views.

4. That each, *in good faith,* listen to the views of the other and take the other's views into consideration in coming to a decision, and that both negotiate matters on which they do not at first agree.

5. That a procedure be set up to deal with an impasse.

6. That decisions leading to adoption of policy be jointly determined by the association representatives and the school board with, when necessary, the assistance of other education agencies.

The 346 districts which currently have professional negotiation agreements are listed below.

CALIFORNIA: Alameda Unified, Alvord Unified, Armijo High, Azusa Unified, Bakersfield, Bassett Unified, Beaumont Unified, Bellflower, Benicia Unified, Bloomington, Brea Olinda High School, Burbank Unified, Calexico C.A., Cambria, Capistrano Beach, Castro Valley, Centralia, Cerritos Junior College, Chualar, Chula Vista, Citrus Junior College, Clovis Unified, Coachella Valley, Coachella Valley High School, Colton High School, Columbia, Compton, Compton High School, Compton Junior College, Corning High School, Costa Mesa, Culver City Unified, Cypress.

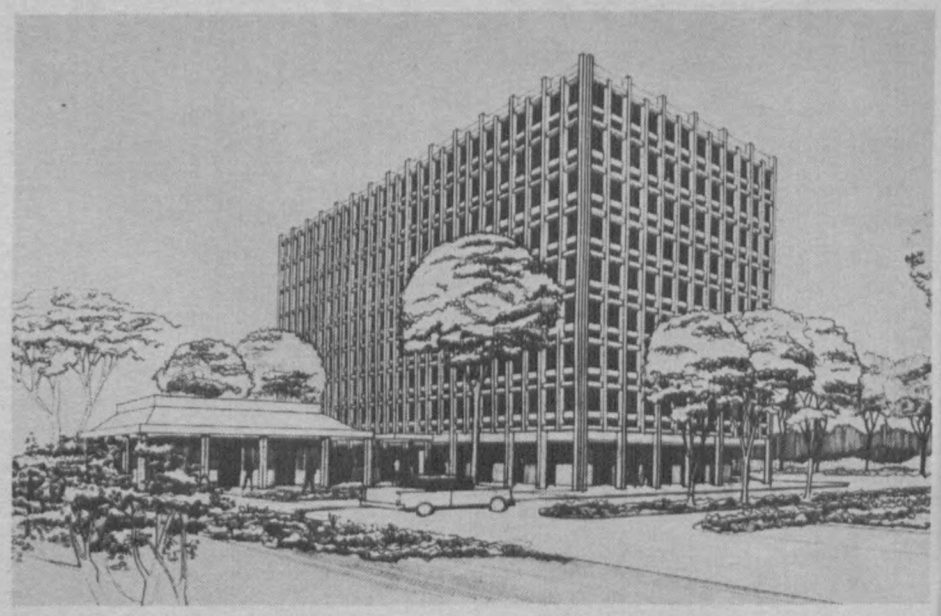
Duarte Unified, El Cerrito Junior College, El Monte High School, Elsinore High School, Elverte, Enterprise, Eureka C. A., Evergreen, Fairfield, Fallbrook, Folson Unified, Foothill Junior College, Fort Bragg Unified, Fortuna High School, Fowler, Fullerton H.S. & J.C., Glendora Unified, Grossmont High School, Happy Camp, Hawthorne, Hesperia, Hueneme, Huntington Beach, Huntington Beach High School, Indianola, Jefferson, Julian High School, Keppel, Kentfield, Laguna Salada, Lagunitas, La Canada, Larkspur.

Lassen View, Lassen View H. S. & J. C., Lemon Grove, Lemoore High School, Lennox, Livermore, Livingston, Lompoc Unified, Los Altos, Los Nietos, Lynwood, Lynwood Unified, Marina Unified, Merced, Mill Valley, Milpitas, Monrongo Unified, Monrovia Unified, Monterey Peninsula Junior College, Mount Diablo, Mount Pleasant, Mountain View, Napa C.A., National, Newhall, Newport Harbor High School, Oceano, Ocean View, Ontario, Orange Coast Junior College, Orcutt Union, Orosi C. A., Palm Springs Unified, Palomar Junior College, Pasadena Unified, Pine, Placentia Unified, Pollock Pines, Potter Valley, Ravenswood, Red Bluff C. A., Redondo Beach, Rialto.

Riverside Unified, Rosemead, Rowland, San Ardo, San Diego, San Bruno Park, San Clemente, San Dieguito High School, San Gabriel, San Juan, San Lorenzo Unified, San Marino Unified, San Mateo, San Mateo Junior College, San Pablo, Sanger, Santa Paula, Santa Cruz, Santa Rosa, Santa Ynez, Santee, Savanna, Seal Beach, Siskiyou High School Sonoma Valley Unified, Standard, Sulphur Springs, Sutter High School, Sweetwater, Taft, Teague, Temple City Unified, Timber, Torrance Unified, Tracy C. A., Tracy E. and H. S., Tulare County, Turner, Union, Valle Lindo, Vaca Valley, Vallejo, Warm Springs, Weaver, West Covina Unified, Westmoreland, Westside, Whisman, Whittier, Wm. S. Hart High School, Winton.

NAMES IN THE NEWS

APPOINTED to the National Advisory Committee of the newly created Center for the Advanced Study of Educational Administration are: **Forrest E. Conner,** executive secretary, American Association of School Administrators; **Margaret Gill,** executive secretary, Association for Supervision and Curriculum Development; and **Mary H. Scott,** Department of Elementary School Principals. The Center, established this year at the University of Oregon through a U.S. Office of Education grant, will be devoted to basic and applied research and to improvement of educational administration and organization at all three levels. . . . The NEA Executive Committee has re-appointed for a five-year term on the staff retirement board **Joseph Van Pelt,** superintendent of the Bristol, Virginia, school system and an NEA state director. The Executive Committee has also appointed **Howard S. Bretsch,** professor of educational administration, University of Michigan, to fill an unexpired term ending in July 1965 on the Commission on Professional Rights and Responsibilities. He takes the place of **Oscar E. Thompson,** now associate secretary of the Commission. . . . **William Borah,** Seattle public relations man, has become the first full-time executive secretary with the Seattle Teachers Association. He takes the place of Ralph W. Stevens, who resigned to return to teaching. . . . **Sam Lambert,** director of the NEA Research Division, and **Finis Engleman,** former executive secretary of the American Association of School Administrators, are making a month-long tour of secondary schools operated in Africa by the U.S. Department of State. Purpose of the study is to determine the means of getting a good secondary school education for children of State Department, USIA, and AID employees abroad. . . . **Elmer Mueller,** state director of adult education in Minnesota, was installed this month as the new president of National Association for Public School Adult Education, taking over the gavel from **Harrison G. Otis,** director of adult education in Hewlett, New York. **J. Richard Smith,** assistant superintendent of adult education, Los Angeles City Schools, was named president-elect. . . . **Robert L. Martin,** who until recently was assistant head of the Navy Dependents Schooling Branch, Bureau of Naval Personnel, U.S. Department of the Navy, is now special assistant working with NEA Teach Corps projects . . . **Margaret Ammons,** former assistant professor of education at the University of Wisconsin at Madison, is associate secretary with the Association for Supervision and Curriculum Development. . . . **Richard D. Childs** of the NEA Committee on International Relations left November 4 for a three-week tour of Africa in which he will work with the team of American teachers in Kenya on an evaluation of the two-year project there. He will also talk with USAID and African educators in other countries on the continent about the NEA Teach Corps projects. . . . **Mercedes Fernandez,** former instructor at the University of South Florida, Tampa, has joined the staff of the American Association for Health, Physical Education, and Recreation as consultant in girls' and women's sports organizations. Miss Fernandez takes the place of **Barbara Sprayberry,** who is now teaching at the Homewood-Flossmoor High School, Flossmoor, Illinois. . . . **Neils P. Neilson,** a former president and an executive secretary of AAHPER, retired this summer from the University of Utah. Dr. Neilson headed AAHPER during its first five years (1938-1943) as a department of the NEA. . . . Re-elected as president of the Educational Media Council this fall is **James D. Finn,** director of the recently terminated NEA Instructional Technology Project, who serves on the Council as a representative of the NEA Department of Audiovisual Instruction. On the Council's Executive Committee is **Harold D. Drummond,** University of New Mexico, who is a Council representative of the Association of Supervision and Curriculum Development. . . . **Arthur L. Mahony,** who was a supervisor and teacher in the Fairlawn, New Jersey, Public Schools, is a new associate in safety education on the staff of the National Commission on Safety Education. . . . **Mrs. Gusta Seboe,** rural school teacher for 29 years in Woods County, Wisconsin, and now first grade teacher in the Arpin Elementary School, has been named Wisconsin's Rural Teacher of the Year for 1964. The award is given annually by the *Wisconsin Agriculturist* in cooperation with the NEA Department of Rural Education. . . . New Rhode Island Education Association secretary is **Frank J. Rowe,** a former teacher of social studies at Winslow, Maine, High School. He replaces **George Burke,** who resigned to become principal at East Providence Senior High School, Providence, Rhode Island. . . . **Joe Chandler,** who retires this year as executive secretary of the Washington Education Association, has been appointed special consultant to the Bureau of School Service and Research of the University of Washington. . . . **Walter A. Anderson,** president of the American Association of Colleges for Teacher Education and dean of New York University's School of Education, died October 25. Mr. Anderson was 61 years old. . . . **Evan R. Collins,** president-elect of AACTE, president of the State University of New York at Albany, has assumed the AACTE presidency.



COMING ATTRACTION FOR OHIO TEACHERS: Construction has begun on this 130-unit $1,750,000 apartment development in Parma Heights, near Cleveland. The building will offer fine apartments at modest cost to Cleveland-area teachers age 62 or older. The housing development is a nonprofit effort of the Cleveland Education Association and the Greater Cleveland Retired Teachers Association.

Weinberg and Teare, architects, drawing

COLORADO: Boulder, Cherry Creek, Denver, Jefferson County.

CONNECTICUT: Ashford, Berlin, Bolton, Brooklyn, Branford, Canaan, Canton, Chaplin, Cheshire, Clinton, Colebrook, Cornwall, Coventry, Cromwell, Derby, Eastford, East Hampton, East Hartford, East Haven, East Windsor, Fairfield, Farmington, Groton, Guilford, Hamden, Hampton, Hartland, Hebron, Kent, Killingworth, Ledyard, Lisbon, Marlborough, Milford, New Hartford, Newington, New London, Newton, North Branford, North Haven, Norwalk, Old Saybrook, Orange, Portland, Preston, Regional #1, Regional #7, Regional #8, Rocky Hill, Roxbury, Salisbury, Scotland, Sharon, Southington, South Windsor, Suffield, Thomaston, Torrington, Vernon, Voluntown, Wallingford, Waterbury, Waterford, Watertown, West Hartford, Winchester, Windham, Windsor, Wolcott, Woodbury.

DELAWARE: Claymont.

FLORIDA: Dade County.

IDAHO: Idaho Falls.

ILLINOIS: Bensenville, Bushnell, Cahokia, Champaign, East Alton-Wood River, Elgin Public, Greenville, Mt. Prospect.

INDIANA: Gary, Vigo County (Terre Haute).

KANSAS: Dodge City.

MASSACHUSETTS: Quincy.

MICHIGAN: Chelsea, Clare, Dearborn, Howell, Muskegon Public Schools, Northwest School District (Jackson), Okemos, Saginaw, Troy, Utica, Warren.

MISSOURI: Riverview Gardens.

NEVADA: Lincoln County, Washoe County (Reno).

NEW JERSEY: Atlantic City, Berkley Heights, Bridgewater - Raritan, Bridgeton, Fair Lawn, Glen Rock, Hackensack, Highland, Henry Hudson Regional High School District, Lincoln Park, Little Falls, Morris Township, North Brunswick, Union, Union County Regional High School District, West Orange, Willingboro.

NEW MEXICO: Albuquerque.

NEW YORK: Bay Shore, Northport, Wheatland-Chili School District (Scottsville).

NORTH DAKOTA: Fargo.

OHIO: Ashtabula, Beaverbrook Schools (Xenia), Brecksville (Broadview Heights), Campbell, Canton, Euclid, Greenhills-Forest Park (Cincinnati), Marysville, North Royalton, Parma, Portsmouth, Toledo.

OREGON: Bandon, Bethel, Coquille, Corvallis, Creswell, David - Douglas, Eagle Point, Eugene, Hillsboro, Lebanon, Lowell, North Bend, Oakridge, Orient, Reedsport, Scio, Springfield, South Lane #4513, Sutherlin, West Linn.

PENNSYLVANIA: Kittanning.

UTAH: Davis County, Granite, Nebo Education Association, Salt Lake City.

WASHINGTON: Aberdeen, Auburn, Auburn School District No. 408, Battle Ground, Bellingham, Bethel School District, Bremerton, Cheney School District, Clover Park, Edmonds School District No. 15 (Alderwood Manor), Franklin Pierce School District, Kelso, Kent School Dstrict No. 15, Methow Valley, Monroe, Orting, Peninsula, Raymond School District No. 116, Renton School District, Sedro Woolley School District, Shoreline, Southern Grant County, Walla Walla, West Valley, Yakima, Yakima College.

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Association in Rochester Elected over Union

LOOKING FOR THE ANSWERS: How can classroom teachers, through their professional associations, be involved in making decisions affecting curriculum and instructional services? This was the main question discussed by participants in a conference held November 27-28 at NEA Center. Sponsored by the NEA Department of Classroom Teachers, the conference was attended by about 75 teachers, principals, superintendents, and school board members. In the group above **Robert W. McQueen** (left), Pomona, California, expresses his views as **Marvin Fairman,** Raytown, Missouri, and **Catherine Rognlie,** Fargo, North Dakota, listen. All three are classroom teachers. Most of the two-day conference was spent in discussion groups which reported their thinking through role-playing at a general session on the final day. The conferees also heard a report on time-to-teach projects throughout the nation (see page 4).

Purcell photo, Nat'l Ed. Assn.

New York NEA Affiliate Victorious; Independence of Profession Is Issue

The teachers of Rochester, New York, decisively chose the Rochester Teachers Association, an NEA affiliate, over the AFL-CIO's Rochester Federation of Classroom Teachers in an election on December 2. The vote was 1,185 for the RTA; 692 for the union. Fifty-one votes were cast for "neither organization," a choice allowed by the ballot.

The election means that RTA now will represent the city's teachers in negotiations with the school board.

Following the election, Arnold Cantor, RTA president, told the city's teachers that RTA "appreciates the decisive vote of confidence given to the independent professional association. The association pledges to work in the best interest of all the teachers and school children of Rochester."

The election was requested last April by RTA after the school board failed to include teachers' representatives in preparatory discussions for the 1964-65 budget.

The election campaign was fought mainly on the issue of the independence of the teaching profession versus teacher affiliation with organized labor. "We stand firmly opposed to the attempt by any single element of our society to dominate the teaching profession in the United States," Cantor said during the campaign. "Industrial labor union leaders should not be allowed to interject themselves into this nation's free educational system."

Teachers associations from all parts of the nation sent letters and telegrams of support and encouragement to the RTA prior to the election.

Teacher elections are scheduled in Newark, New Jersey, for December 15 and in Philadelphia for February 1. Both elections will determine whether the professional association or the teachers union will represent teachers.

NEA Continues Efforts To Get Higher Salaries For Overseas Teachers

NEA is continuing its efforts to get higher salaries for the teachers in American overseas dependents schools, despite a reversal last month when a Federal District Court judge dismissed a lawsuit which asked that the U.S. Department of Defense be required to pay overseas teachers on a scale set by the 1959 Teachers Pay Act.

"It was a skirmish we lost, not the battle itself," NEA Executive Secretary William G. Carr said following the suit's dismissal. He said that NEA efforts for higher salaries for overseas teachers and for improved conditions in overseas schools would continue "whether in the courts or on Capitol Hill." In dismissing the lawsuit, Judge George L. Hart, Jr., suggested that relief might more properly have been sought from Congress rather than from the courts.

Meanwhile, members of the Overseas Education Association—NEA affiliate which is pressing the suit with NEA—have declared a professional emergency and are collecting funds for further legal efforts. They have also begun a letter-writing campaign and have asked NEA to seek help from the American Legion and the National Congress of Parents and Teachers in the dispute.

Investigations in Oklahoma, Louisville Under Way by Special NEA Teams

NEA special Professional Rights and Responsibilities teams began investigations in Oklahoma and in Louisville, Kentucky, this month, on the heels of voter rejection of school issues in both places.

A special committee chaired by Ray M. Cohrs, classroom teacher of Seattle and vice-chairman of the NEA PR&R Commission, began a statewide investigation in Oklahoma this week. The study was requested by the Oklahoma Education Association and by several local education associations in the state. Ferman Phillips, OEA executive secretary, informed NEA on November 17 that the OEA Board of Directors had directed him to formally request an NEA investigation "of the conditions which may be detrimental to education in the state of Oklahoma." He added that "it is our belief that such an investigation should be started in the immediate future."

The request for a special investigation was prompted by long-standing educational problems in Oklahoma, and especially by the failure of four school improvement measures on the ballot November 3. Oklahoma teachers —with school board permission—held a one-day meeting on November 9, at which they called for, among other things, a $1,000 salary increase.

Members of the special investigating committee, in addition to Chairman Cohrs, are: Dorothy Goodpasture, member, Wichita, Kansas, board of education, and regional director of the National School Boards Association; Helen Hay, Denver classroom teacher and chairman of the Colorado Education Association PR&R Commission; Charles E. Jones, Manitowoc, Wisconsin, superintendent of schools, and president of the Wisconsin Association of School District Administrators; Clyde Kimball, Jr., principal of the Continental Colony Elementary School, Atlanta, and chairman of the Georgia Education Association TEPS Commission; Chester Nolte, associate professor of education, University of Denver; and W. L. Robinson, board of education member, Fulton County, Georgia,

(See INVESTIGATIONS UNDER WAY, p. 4, col. 1)

Misuse of Political Power Has Caused Education Troubles In Rio Arriba County, New Mexico, Investigation Reveals

An NEA-New Mexico Education Association special investigating committee this month issued a series of recommendations designed to end what it calls "the shocking abuse of people generally, and the scandalous mistreatment of education and educators specifically," in Rio Arriba County, New Mexico.

The special committee, set up by the PR&R Commissions of NEA and of NMEA, reported that in its study it uncovered arbitrary transfers of teachers, teacher assignments made by a school board in violation of its own policies, favoritism by school officials toward an insurance agent who was also the sheriff and chairman of the dominant political party in the county, political intimidation of school personnel, financial problems caused by poor school district organization and inadequate state support, and severely inadequate school conditions in one town which had a high influx of new citizens.

The committee subtitles its report "When Public Education Provides Patronage for a Political System."

Conditions on the local level in Rio Arriba County are so bad, the report says, that "most of the essential reform can take place only in conjunction with action at the state level." The committee recommends that the Legislature "take the necessary steps to create a constructive school administrative organization to replace the county administrative unit system as it presently exists in Rio Arriba" and that it "take maximum advantage of federal programs designed to encourage individual growth toward economic independence."

The committee's findings, it said, "vividly demonstrate the serious consequences that can accrue to a school system and to a community when the inevitably close relationship of politics to education is distorted through misuse of political power. . . . Testimony received by the Special Committee clearly indicates that in Rio Arriba County the improvement of public education is actually viewed with alarm by those who have drawn their political power from the economic dependence of an undereducated, underemployed citizenry."

The committee also recommends nonpartisan election of the Rio Arriba board of education, which would, in turn, appoint the county superintendent of schools.

The committee commends "those educators, employable elsewhere under far more educationally productive conditions, who have chosen to remain and to strive to advance the interests of school children in the county."

Federal Aid Now National Issue, NEA Legislative Official Declares

Although details of the Johnson Administration's program of federal aid to education are still being developed at this time, indications continue to suggest that education will be near the top of the Congressional domestic legislative agenda, according to James L. McCaskill, executive secretary of the NEA Legislative Commission.

"I believe that federal aid to education has finally become a national issue and that the Johnson Administration's legislative program will reflect this," Dr. McCaskill told the NEA REPORTER in a post-election interview. "Even before the election, Mr. Johnson placed education aid, along with 'medicare,' at the top of his domestic legislative agenda—and in my opinion this was not mere campaign oratory.

"I believe that the President's November 1 policy paper on education underlines his sense of urgency and we know that a prospectus on approaches and priorities is now being developed by an education task force.

"Moreover, Vice-President-elect Hubert Humphrey in his New York City address on November 24 gave further evidence that the President will give improvement of the nation's schools top priority as the foundation of his Great Society."

Dr. McCaskill added: "I was also pleased that Mr. Humphrey's view as to the proper federal role in education so closely parallels the long-standing NEA position; namely to help identify broad national goals in education and to assist our local authorities in reaching those goals, while retaining local control and direction of education.

"The National Education Association, to the maximum extent possible within its established legislative policy, will give its support to increased federal aid to public education at all levels. In light of the more 'liberal' complexion of both the House of Representatives and the Senate, it is to be hoped that the 89th Congress will promptly take positive action on the federal aid to education program."

FOR AN INDEPENDENT PROFESSION: "There are four good reasons why the teaching profession must remain independent, **Arnold Wolpert,** director of NEA Urban Services, told a meeting of the National Council of Urban Education Associations in Rockville, Maryland, last month. First, he said, the public schools themselves need to remain independent of any single segment of our society. Second, the tactics of unions are inappropriate to the operation of the public schools. Third, the value system of organized labor is inappropriate to the teaching profession. And fourth, our claim to academic freedom requires teachers to remain free of capture by any special interest group. More than 100 urban educators attended the four-day meeting, which included a visit to NEA Center in Washington, D.C. In addition to Dr. Wolpert, the delegates heard Rep. Richard Bolling (D-Mo.), who explained the need to update the rules of the U.S. House of Representatives; NEA Executive Secretary William G. Carr; Allan M. West, NEA assistant executive secretary for field and urban services; and Thelma Davis, president of NEA's Department of Classroom Teachers. Discussion topics for the sessions included professional rights and responsibilities, professional negotiation, communication, and implications of the new antipoverty legislation for urban areas.

Research Division Publishes Its Largest Report, 195 Pages on Classroom Teachers' Salaries

The NEA Research Division has published the largest report in its history—a 195-page summary of information about classroom teachers' salary schedules in 2,314 school systems throughout the United States. The mammoth research report gives line-by-line listings of salary schedules for 2,088 separate school systems, including a separate breakdown on 191 selected suburban systems that represent high-income communities in large metropolitan centers.

The report also gives information on many administrative issues as well as actual amounts of salary. The Research Division recommends it to local association salary committees for use in considering alternatives in developing local salary practices.

The report shows that teachers employed in school systems with enrollments of 100,000 or more appear to have a small salary advantage over teachers in smaller systems. The median starting salary in these large systems in 1964-65, for example, is $5,000 for teachers with a bachelor's degree. This is 6.4 percent higher than the median for beginners in systems enrolling 1,200 to 2,999 pupils, the report shows.

Maximums in the largest systems, however, are much higher than in the smallest. The median maximum in systems enrolling over 100,000 is $9,410 versus $7,856 in systems enrolling 1,200 to 2,999. The difference is 24 percent.

Other highlights from the new report: Eleven or 12 increments are usually required to go from minimum to maximum at the bachelor's degree level; an earned degree is required in the vast majority of systems, as opposed to accepting the equivalency in college credits; over 76 percent of districts with enrollments of 100,000 or more require the doctor's degree for the top maximum salary; only 16 percent of the smallest systems call for such a degree; 24 percent of the schedules in the largest systems, as compared with 10 percent in the smallest, are of the index or ratio type.

The report is available from the NEA Research Division for $3 (*Salary Schedules for Classroom Teachers, 1964-65,* Research Report 1964-R13. #435-13186).

Ousted San Diego Teacher Back in Classroom, Thanks to Efforts of Local Education Association

A San Diego teacher who was released three days before he was to acquire tenure was back teaching this fall, thanks to the efforts of the San Diego Teachers Association.

The teacher, Carl A. Prince, Jr., was notified last spring that district medical examiners recommended against his continued employment. Although the examiners spent very little time with him, they declared him a poor health risk. Longer and more extensive examinations made earlier showed that Prince had mild hypertension that could be fully controlled by medication.

School district personnel refused to give Prince a copy of the medical examiners' report and suggested that he could either resign or wait for dismissal. At this point Prince went to the San Diego Teachers Association. Before school ended in June, SDTA had asked the San Diego school board to defer its decision on Prince's dismissal, had raised more than $1,500 from members for legal and medical costs, and had obtained a legal opinion that Prince had been denied his rights.

SDTA proposed to the school board that a thorough medical examination of Prince be made and that the board's decision be based on this additional information. The board agreed, thanking SDTA for its sound and statesmanlike approach to the case.

Two weeks of extensive medical study and interpretation followed. On September 3, the examining physician reported to SDTA and the board that "simple medical therapy seems sufficient to control the hypertension. . . . Mr. Prince could be recommended for employment without restriction."

On September 8, the school board voted unanimously to reappoint Prince.

"Prince's case will be identified in the annals of the organized teaching profession as one that opened the door to the eradication of many injustices which teachers everywhere have historically suffered," Don Morrison, SDTA president, said. "It will rank with prominence, too, as an example of what a local teachers association can achieve when action is swift and membership involvement is total."

Morrison also pointed out that the Prince case has had a second salutary effect in San Diego: "As a result of this experience, our membership has voiced the desire to establish a permanent Teachers Defense Fund, and many teachers have already made contributions to it."

NEA'S PRESIDENT AND PRESIDENT-ELECT both attended the 18th Regional Conference on Instruction in Boston last month. **Lois V. Edinger,** NEA president, spoke to the 300 educators at the sessions on November 11. Her topic, and the conference theme, was "Teaching in an Age of Discovery." **Richard D. Batchelder,** NEA vice-president and president-elect, presided over the November 11 session and chaired a concluding session on November 14. The conference covered topics ranging from how children learn to reports on NEA projects to new materials for the classroom. Among other speakers were Roland B. Kimball, chairman, department of education, University of New Hampshire; J. Richard Suchman, director of the Curriculum and Demonstration Project, U. S. Office of Education; Harry V. Anderson, director of undergraduate studies at Boston University; and Margaret S. Woods, lecturer, Seattle Pacific College.

CURRENT

What's Going On in TV, Radio, Press, and National Magazines

Television

(All times are Eastern Standard)

Mr. Novak—Tuesdays, NBC–TV, 7:30 P.M. *December 15:* "Johnny Ride the Pony, One, Two, Three," near-tragic off-campus club hazing accident involves Novak as club's student adviser. *December 22:* "Beyond a Reasonable Doubt," new student, who had been tried and acquitted for the violent deaths of her parents, enrolls at Jefferson High. *December 29:* "Love Among the Grown-Ups," Novak and an attractive married French teacher are victims of poison pen letters accusing them of illicit romance.

Discovery '64–'65—Sundays, ABC–TV, 11:30 A.M. *December 13:* "Foreign Correspondent," typical week in life of London-based news correspondent. *December 20:* "The Swinging Sounds of Liverpool," examination of Beatlemania. *December 27:* "When Mommy and Daddy Were Young," late '30's and early '40's. *January 3:* "Discovery Visits the Baird Puppets." *January 10:* "Surprises and Disguises: The Changing Shapes of Nature."

Exploring—Saturdays, NBC–TV, 12 Noon. *December 19:* "Invention and Magic." *December 26:* "Justice and Law." *January 2:* "Time." *January 9:* "Art and Design." *January 16:* "Oceanography."

The Twentieth Century—Sundays, CBS–TV, 6 P.M. *December 13:* "Who Killed Anne Frank?" season premiere with Walter Cronkite. *December 20:* "Duke Ellington Swings Through Japan." *December 27:* "Anthony Eden," former British Prime Minister discusses world problems. *January 3:* "TAC: The Lightning Punch," report on tactical air command. *January 10:* "Target: North Africa," Allied invasion of French North Africa, 1942.

Profiles in Courage—Sundays, NBC–TV, 6:30 P.M. *December 13:* "Sam Houston," Senator's desperate efforts to keep Texas in the Union on Civil War eve. *December 20:* "Governor John M. Slaton," man who risked life and career to correct miscarriage of justice. *December 27*: "John Adams."

Casals at 88—*Wednesday, December 16, CBS–TV, 7:30 P.M.:* Hour-long program depicting artistry and vitality of venerable Spanish cellist.

Magazines

(January Issues)

Atlantic — "Education the Year Round," Superintendent Benjamin C. Willis tells about the Dunbar School, Chicago high school that has risen above its slum surroundings.

Harper's — Eric Bender discusses the many uses of programed instruction in "The Other Kind of Teaching."

Redbook — "Why Clergymen Are Against School Prayer," by Arlene and Howard Eisenberg.

Good Housekeeping—"The New Math Your Children May Be Learning," a "Better Way" feature.

Ladies' Home Journal—"American Schools," American mother whose children attended English schools claims ours are superior.

Parents' Magazine—"The Sale of Smut Can Be Stopped," what local parents and school groups can do, and "Don't Be Afraid To Act Like a Parent."

Center for Study of Instruction Sponsors New England Independent School Meeting

Representatives of New England independent schools met with public school and college educators recently at the Faculty Club, Harvard University, under the auspices of the NEA Center for the Study of Instruction. The sessions, planned by the New England consultant team of the Center, brought together 44 independent school leaders, 11 public school officials, and representatives of colleges of education and Harvard University. Ole Sand, Robert McClure, and Margery Thompson of the Center staff took part in the conference.

TARGET—HEALTHFUL RECREATION FOR ALL AMERICANS: While looking at the publications of the American Association for Health, Physical Education, and Recreation, NEA, which were displayed during the regular fall meeting of the association's Board of Directors, **Catherine L. Allen,** AAHPER president, discusses *Goals for American Recreation* with **Reuben B. Frost.** A recent AAHPER publication, the book gives prime aims of recreation education and its contributions to individual well-being. Dr. Allen, who presided at the meeting in early November at NEA Center, is professor of recreation and physical education, Boston-Bouvé College of Northeastern University, Medford, Massachusetts, and Dr. Frost is director of the Division of Health, Physical Education, and Recreation, Springfield College, Springfield, Massachusetts.

Reports and group discussions at the sessions focused on the work of the Center and its consultant teams and on the recommendations made by the Center's predecessor, the NEA Project on Instruction.

The Center now has 12 consultant teams in the field. In addition to New England, they operate in Florida, at the University of Kentucky, in Michigan, in New York, in North Carolina, in Pittsburgh, in Portland, Oregon, at Stanford University, at the University of California at Los Angeles, at the University of Chicago, and in Maryland.

Several teams are working directly with local school systems in programs of self-study related to the recommendations of the NEA Project on Instruction. The Kentucky team is working with two state education associations, a state Association for Supervision and Curriculum Development, and several school districts. Three other teams are working directly with state education associations.

The Pittsburgh team, which has sponsored a series of curriculum conferences, has been active at all levels of public education in Pennsylvania. The UCLA team reports that it is scheduling a conference of representatives of Los Angeles area schools interested in establishing demonstration centers.

The teams were set up under the Center "to help public and private schools and colleges, state departments of education, and state and local education associations study and use Project recommendations."

Virtues of Ideal Superintendent Told By Bloomington, Minnesota, Teachers

Teachers in Bloomington, Minnesota, this fall had an opportunity rarely offered, and they made the most of it. They were asked by their school board to suggest characteristics they would like to see in their future superintendent of schools.

A special committee of the Bloomington Teachers Association, which prepared the list of virtues of the ideal superintendent, stressed the school climate a superintendent is bound to create. The BTA committee said they favor an "open-climate" school system—one in which teachers work together and are not burdened with busy work and in which principals' policies help teachers accomplish their tasks.

Specific characteristics of a superintendent desired, the committee said, are a broad educational background, varied administrative experience, and fifty years of age. The ideal superintendent does not stand aloof but visits teachers in their buildings, does not sacrifice the role of professional leadership to excessive concern for public relations and finance, and is a master of the communicative arts.

The Bloomington school board liked the ideas so well they asked the BTA for permission to share them with other school boards.

Detroit Teachers Adopt Constitution Calling for Unified Membership

The Congress of the Detroit Education Association, at a session on October 26, adopted a new constitution providing for unified membership—local, state, and national—effective July 1, 1965. The action means that Detroit educators will soon be able to join DEA, the Michigan Education Association, and NEA in a single step. DEA President Olga Shuster said that her association believes "that the time has come to recognize that teachers belong to *one* profession. The day is past," she said, "when we can pick and choose among local, state, and national associations. Each level draws strength from the others. "To belong to less than all three is to be less than a full professional—or, to say it more bluntly, one who doesn't join all three is receiving benefits that he is not paying for."

The *NEA Reporter* is being mailed to all NEA members. If you receive more than one copy, please share the extra with a nonmember.

Teachers in Minot, North Dakota, Fail in Attempt To Oust Union

Local education association teachers in Minot, North Dakota, failed last month in an attempt to oust the Minot teachers union as spokesman for the local staff. By a margin of about 100 votes, the union teachers won a mail ballot on November 18.

60,000 Now Enrolled Under NEA Insurance

Enrollment under the NEA insurance plans reached 60,000 and total coverage exceeded a half billion dollars by December 1, according to estimates of the trustees.

The trustees also report that two of every three NEA members enrolling under the plan for the first time are covering their dependents and that one of every five members already enrolled are adding dependents' coverage to their own.

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Projects on Time To Teach Under Way In 24 Schools Across the United States

Teacher-Administrator Team Approach Taken To School Problems

NEA time-to-teach projects, now under way in 24 schools across the nation, are involving teachers and administrators in a professional team approach to the solution of school problems, according to Malcolm Provus, director of the NEA Time To Teach Project.

"We are especially pleased with the response we have gotten from school superintendents," Dr. Provus said in a report on the project to the NEA Department of Classroom Teachers workshop at NEA Center last month. "The superintendents working with us are men of vision," he said. "They firmly believe that the school's most valuable resource is its teachers, and that unless this resource is adequately freed to be creative, the school program can never achieve its potential greatness."

The 24 time-to-teach projects begin with techniques to encourage teachers in the schools to take the initiative in identifying real and pressing needs. Then, through questionnaires, staff opinion at a school is assessed and a School Problems Summary Report for each school is written by the NEA project staff.

In the next step, teachers in a project school try to find solutions to the major problem they have identified.

Building principals are charged to encourage teacher leadership and commitment to staff-determined goals, Dr. Provus explained. Thus, teachers bear the greatest burden of responsibility in the project. They must find a way to give time and energy to the identification and solution of their problems through joint decision making.

SYMBOL OF STATE-NATIONAL COOPERATION: At least 10,000 teachers visited this NEA-New Jersey Education Association exhibit and service center during the November NJEA convention in Atlantic City. The center, built as a pilot project in combined state and national exhibits, included a general services and membership-information booth, a lounge and conference area, a display and sales area for NEA publications, a New Jersey Student Education Association booth, and a booth for NEA and NJEA travel service personnel. The emphasis throughout—and the message left with the 39,000 registered conventioneers—was that professional efforts are best carried out through unified action.

Investigations Under Way. . .

(Continued from page 1, column 2)

and president of the National School Boards Association. Coordinator of the study is Richard L. Morgan, PR&R Commission associate legal counsel.

The NEA PR&R Commission also announced this week that a study of the Louisville, Kentucky, school situation is under way. Two members of a study committee and the committee coordinator, PR&R Commission Legal Counsel Owen Love, are now gathering data and continuing a preliminary assessment of the situation. The full study committee will visit Louisville January 21 through 23.

The Commission announced on November 9 that it would make a study of the Louisville school situation (see NEA Reporter, November 20, 1964).

Five members of the Louisville study committee have already been named. They are: Adeline Brengle, classroom teacher of Bloomington, Indiana, and president-elect of the National Council for the Social Studies; Howard S. Bretsch, professor of education, University of Michigan, and a member of the NEA PR&R Commission; Harold Eibling, Columbus, Ohio, superintendent of schools; Lloyd A. Helms, dean of the Graduate School of Education, Bowling Green (Ohio) State University; and Anita Ruffing, classroom teacher of Bellevue, Ohio, and a former president of the NEA Department of Classroom Teachers.

American Education Week Observed More Widely Than in Any Prior Year

Reports from organizations, school districts, and individuals in more than 30 states indicate that American Education Week was more widely observed in 1964 than in any previous year. The event has been held annually since 1921.

These reports have come from the offices of the national sponsors and their local affiliates, from state and local education associations, from civic, religious, and service clubs, from schools and boards of education, from the press, and from individuals.

More than 30 million parents visited schools during the week-long event. NEA staff members have received a record number of individual letters specifically commenting on the AEW theme or the materials interpreting the event.

As reports continue to come in, plans are already under way to make next year's observance even more comprehensive. At a recent meeting in the NEA Center, representatives of the national sponsors selected "Invest in Learning" as the 1965 AEW theme.

Official Actions Regarding Unsatisfactory Educational Conditions

Below is a current listing of names of school districts or systems where a state education association or the NEA has notified members of the profession and the public that unsatisfactory educational conditions exist.

Association	District or System
• National Education Association	Overseas Dependents Schools
• National Education Association	Utah public schools

When an association officially reports that conditions have become satisfactory in any of the above districts or systems, the NEA Reporter will announce the action.

Teachers Have No Choice—They're in Politics, 250 Participants Told During Spokane Clinic

You no longer have a choice about being in politics, teacher-delegates were told during the November Political Clinic for Teachers at Spokane, Washington. The question is how to be effective in political action, the speakers, representing both political and educational fields, said.

More than 250 participants representing 43 local associations from six Pacific Northwest states attended.

The Clinic, second of its kind, was organized by the NEA Citizenship Committee, the Washington Education Association, and the Spokane Education Association. Cooperating sponsors were the affiliated state education associations of Alaska, Idaho, Montana, Oregon, and Wyoming and five NEA units—Adult Education Services, Federal Relations, Professional Rights and Responsibilities, Rural Education, and Urban Services.

NAMES IN THE NEWS

Gary Clarke has recently joined the Urban Services unit as an urban field representative. Located in Burlingame, California, his office serves cities in California, Oregon, Utah, and Washington. . . . **Richard L. Morgan,** associate legal counsel, NEA Commission on Professional Rights and Responsibilities, was admitted to practice before the bar of the Supreme Court of the United States in mid-November. . . . **John H. Marvin,** former associate secretary of the NEA Commission on Professional Rights and Responsibilities, on November 1 became assistant professor of education at Pennsylvania State University at University Park. . . . **Dorothy L. Haynes,** first grade teacher in the DeKalb County, Georgia, schools, has recently been appointed state director for the NEA Department of Elementary-Kindergarten-Nursery Education. This role as state director is unique for EKNE in that most contact members work on a regional basis through its executive committee. . . . The new **Worth McClure** Junior High School which opened this fall in Seattle, Washington, is named in memory of its former superintendent of schools and the former executive secretary of the American Association of School Administrators. . . . **Harold Mitchell,** president of Wilmington (Delaware) Education Association, died early this summer. **Viola Thomas** of the Harlan School replaced him as president. . . . **Chet Bowen,** executive secretary of the Wyoming Education Association, has been appointed to the NEA's Educational Travel Committee. He takes the place of **Craig P. Minear,** executive secretary of the Colorado Education Association, who retires from the committee. Appointed committee chairman this summer was **Paul Stevens,** superintendent of schools, Rapid City, South Dakota. . . . **Dee Preusch** and **Helen H. Cox** of the National School Public Relations Association staff have been appointed to positions under the Association's new plan of expanded services to members scheduled to get under way this year. Miss Preusch will serve as director of professional development and Mrs. Cox as director of editorial services.

NEA Mutual Fund Okayed

The NEA Mutual Fund has received a green light from the Federal Securities and Exchange Commission. The Fund's registration statement became effective with SEC on November 23, and is expected to be available in all states within a short time.

Further information is contained in a prospectus which may be obtained from The Educators Fund Management Corporation, 1527 New Hampshire Ave., N.W., Washington, D. C. 20036.

Christmas Package from EKNE

Looking ahead to Christmas, the NEA Department of Elementary-Kindergarten-Nursery Education recommends a membership in EKNE or a packet of its publications as a "gift designed with the professional educator in mind." In a special flyer sent to its members, EKNE also stresses these gifts as a very direct way of "showing appreciation, giving encouragement, or reaffirming their faith by sharing with others the things they value."